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ABSTRACT

This publication presents a summary of a study of senior high schools in Minnesota that used the Minnesota Secondary School Follow-Up System to collect data on the class of 1985. Chapter 1 discusses the follow-up system. Chapter 2 describes selected characteristics of the 126 schools reporting follow-up data, presents a statewide summary of the class of 1985, and presents summary data for the classes of 1977-84. Because the system was interrupted for two years, follow-up data are unavailable for the class of 1982, as well as career planning data for the class of 1983. Some findings are that 39.6 percent of the class were enrolled in a four-year college/university, 12.4 percent were enrolled in a vocational school, a fairly constant rate of almost 90 percent full-time education status had been maintained, 57.5 percent were employed, and 12.2 percent were unemployed. Chapter 3 presents a comparison of the plans versus the actual activities of the class of 1985. Findings are provided for those planning various combinations of employment and education. Chapter 4 presents information collected by a survey of employers of the class of 1985. Data is displayed in 12 tables and 19 figures, and forms and instruments are appended. (YLB)

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Follow-Up 86

Minnesota High School Follow-Up
Class of 1985: One Year Later
Trend Data: 1978-1986

by
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The contributions of the participating local education agencies, local project directors and clerical staff for making special efforts to accurately collect and code the student data for 20,000 former students is deeply appreciated.

Special thanks are extended to those who have helped make the system work -- to John Ferguson who coordinated the interrelationship between the micro and the mainframe computers to generate reports, and to Joan Madsen and Laurie Johnson for helping to edit this manuscript.

Michelle Millett, who has supported all phases of the system, deserves a very special recognition. She has been responsible for the careful typing and diagramming of this report, in addition to generating local and State data as requested.

The support of all of these people to the project has been invaluable.

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Chapter 1:

INTRODUCTION

At the end of each school year, about 60,000 students graduate from high schools in Minnesota. Additionally, there are several thousand students who leave without diplomas. Based upon the assumption that a high school education is a means to some future end rather than an end in and of itself, it is important to identify "what happens" to students after they leave high school.

This information, along with other data (i.e., economic, school programs, etc.), may be used to improve student services. It can also enhance curriculum development, program planning, and evaluation efforts.

This publication presents a summary of the research obtained from senior high schools in Minnesota which utilized the Minnesota Secondary School Follow-Up System to collect data on the class of 1985. There were 126 high schools collecting information from 20,216 students. Of this total; 19,206 students were graduates, 507 were classified as dropouts and 503 were defined as having left high school without a diploma but not classified as dropouts.

BASIC MODEL

The Minnesota Secondary School Follow-Up System is a data collection and reporting system to be used by local education agencies (LEAs) to gather information from present and former students.

The System was originally developed by the Minnesota Research and Development Center for Vocational Education, at the University of Minnesota, under contract with the Minnesota State Department of Education, Division of Vocational-Technical Education.

The Follow-Up System, initiated in 1972, was designed to provide useful information for the State and LEAs in areas such as curriculum development, program planning, evaluation, guidance and counseling. The System has been adapted to help LEAs meet both State and Federal reporting requirements, as these requirements relate to the post-high school activities of former students.

Although the System was developed under grant by the Vocational Division and provides information for vocational reporting, it does provide equally valuable information on all former students in all program areas.

In 1982 the University's direct involvement in the System terminated. A group of local administrators concerned that this proven data collection might no longer be available, approached the State Department of Education to maintain it.

Under grants from the State Department of Education a joint project intended to maintain the System was initiated. The University developed a software program to be used by LEAs for data entry utilizing an Apple II system. The Mounds View Schools have developed software to read the Apple data disks into a Burroughs mainframe for processing local and State reports.

The System is designed as a decentralized data collection operation, (See Figure 1). That is, the LEA is provided a common set of instruments and procedures in regional training sessions. Actual data collection and data entry are then carried out independently by the LEA. The data disks are submitted to the Mounds View Schools for data analysis and report generation. The service is provided under a grant with the State Department of Education.

Although most districts have utilized the System to conduct one-year follow-up studies, the procedures and programs can be used identically to conduct others--typically three and five-year studies. Follow-up forms are available upon request to the local project directors for such studies. Processing is provided without charge to the local district, as per the one-year plan.

The selection of this decentralized model was based on the following factors/assumptions:

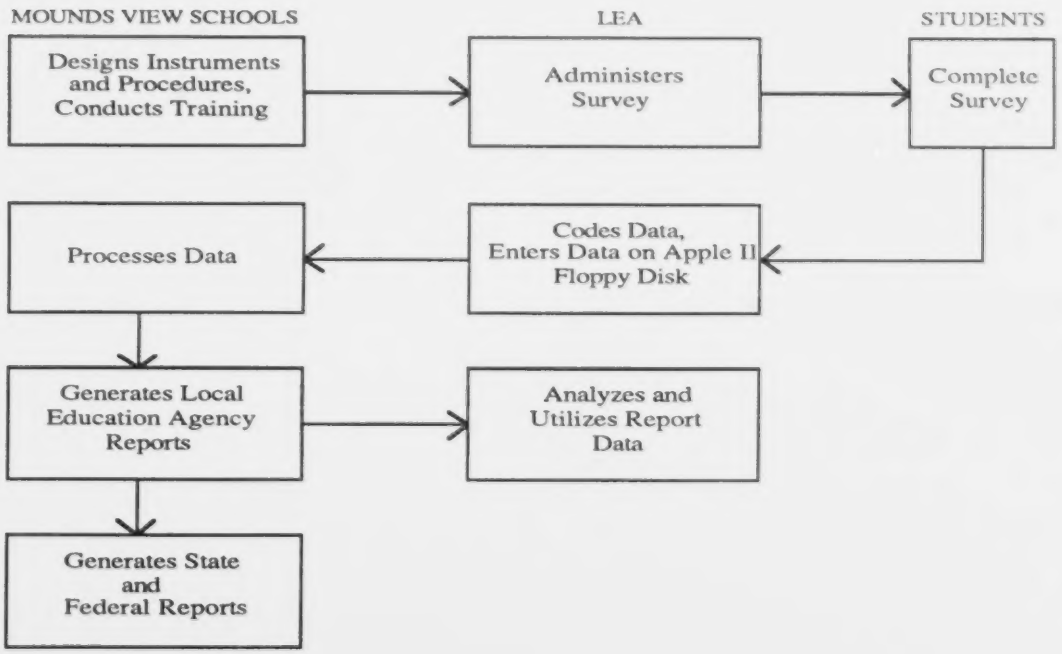
1. Local district participation maximizes the possibility that the data will be appropriate, and therefore used;
2. Students are more likely to respond to a questionnaire from the high school as compared to a central state agency; and
3. The large number of school districts involved would make centralized data collection costs prohibitive.

In addition to these factors, several goals were established for the system. The goals are that the system will:

1. Provide information necessary to meet local, state, and federal reporting requirements;
2. Provide data which will be useful in assisting local and state personnel in planning and evaluating educational programs;
3. Provide a basis for the comparisons of plans prior to leaving high school with actual activities one year later;
4. Produce a high rate of response;
5. Be of reasonable cost; and
6. Provide consistent information across schools.

The data collected from the Class of 1985 are reported in the following chapters. Chapter 2 presents a summary of activities for all respondents, as well as comparative data from the classes of 1977-1981 and 1983-1984. Because the system was interrupted for 2 years, follow-up data are unavailable for the Class of 1982, as well as career planning data for the Class of 1983. Chapter 3 presents a comparison of the plans versus the actual activities of the Class of 1985. The data on the plans of the Class of 1985 were collected via the Career Planning Survey component of the Follow-Up System. The Career Planning Survey is administered to high school seniors about one month prior to their graduation date. Chapter 4 presents information collected by a survey of employers of members of the Class of 1985.

FIGURE 1
MINNESOTA SECONDARY SCHOOL FOLLOW-UP SYSTEM



Chapter 2:

SUMMARY OF THE CLASS OF 1985

Using the procedures outlined in Chapter 1, 126 Minnesota high schools conducted a follow-up survey of the Class of 1985. Included in this survey were graduates and dropouts, as well as other members of the class who didn't complete their high school program. This chapter of the report will: (1) describe selected characteristics of those 126 schools reporting follow-up data, (2) present a statewide summary of the Class of 1985, and (3) present summary data for the classes of 1977 through 1984. (Statewide follow-ups were not conducted on the Class of 1982). Summary data over several years allows for the examination of trends over time.

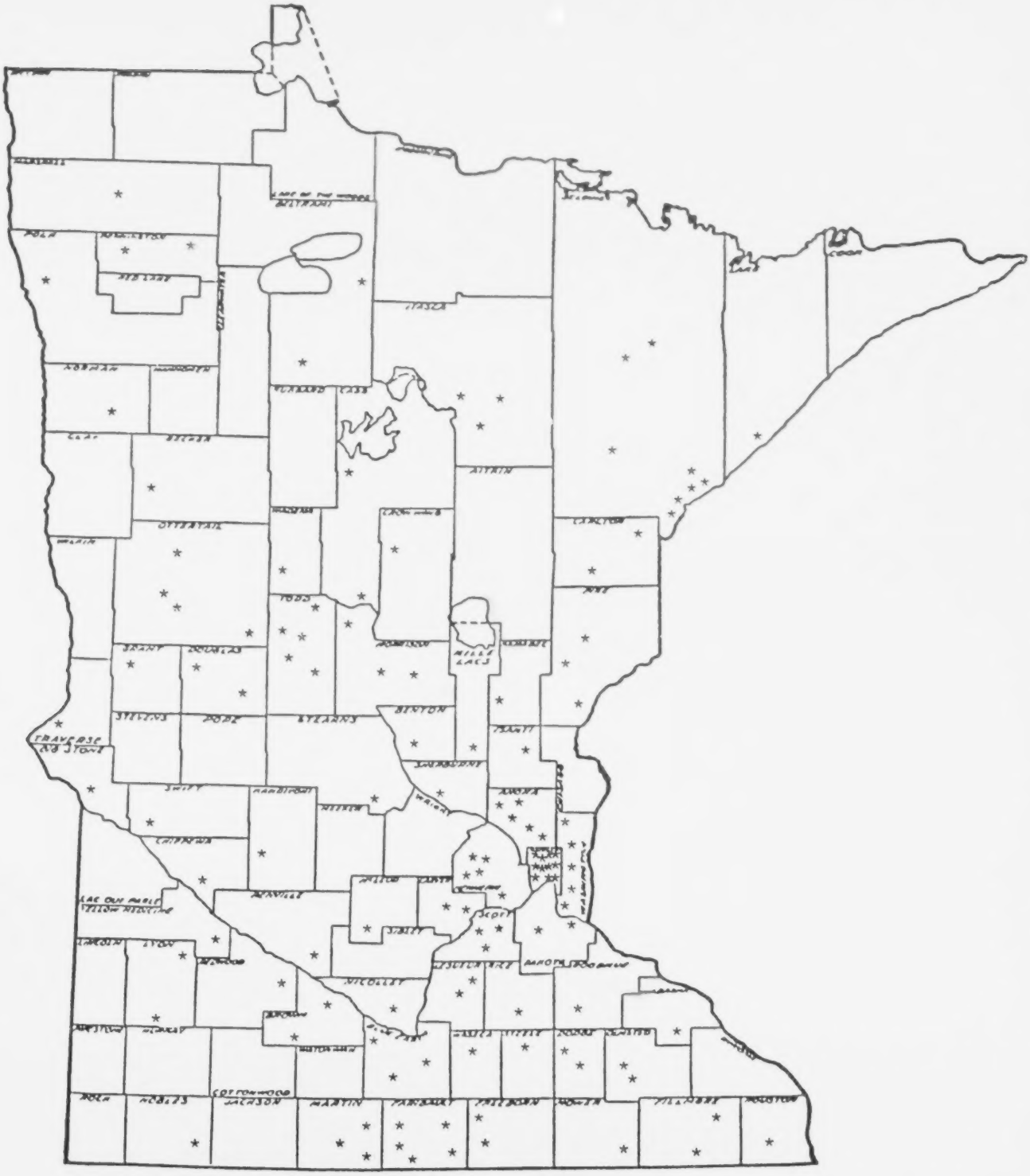
CHARACTERISTICS OF PARTICIPATING SCHOOLS

Each district which offers vocational education is required to participate in the Minnesota Secondary School Follow-Up System every five years. Each year other districts voluntarily participate. Therefore, the schools included in this report do not represent a random sample, nor do they comprise a sample which would necessarily be valid for statistical inference to the population of all schools in Minnesota. However, the schools that participated in the follow-up are diverse in terms of class size and geographic location within Minnesota; and may, for practical purposes, be considered representative of the schools in the State.

LOCATION

The geographic locations of the 126 schools that reported data from the Class of 1985 are shown in Figure 2. Each participating school is identified with an asterisk (*), and is located in the appropriate county. As shown in Figure 2, the participating schools were widely dispersed throughout the state. (A list of participating schools may be found in Appendix A.)

FIGURE 2
LOCATION OF SCHOOLS PARTICIPATING IN THE FOLLOW-UP
PROJECT IN 1985



SIZE OF GRADUATING CLASS

The second factor used to describe the schools that participated in the follow-up is the size of graduating class. The number of schools by size of graduating class is reported in Table 1. Figure 3 shows the proportion of schools by graduating class size for the classes of 1977 through 1985, with the exception of 1982.

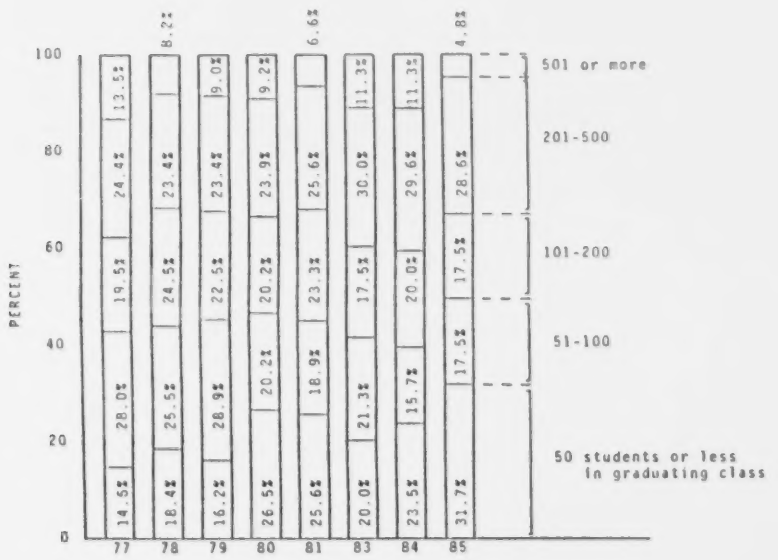
As shown in Table 1, 84 schools, or two-thirds of participating schools surveying the Class of 1985 had a graduating class size of 200 students or less.

Figure 3 illustrates the consistency of the proportion of schools that graduate 200 or fewer students. For the five years of data prior to 1983, approximately two-thirds of those schools participating in the follow-up graduated from 1 to 200 students each year. Although the percentages slipped slightly for 1983 and 1984, they returned to the former level for the Class of 1985.

TABLE 1
NUMBER OF SCHOOLS BY SIZE OF GRADUATING CLASS

Size of Class	1985	1984	1983	1981	1980	1979	1978	1977
50 or less	40	27	16	23	29	18	18	12
51 to 100	22	18	17	17	22	32	25	23
101 to 200	22	23	14	21	22	25	24	16
201 to 300	13	11	9	11	10	15	11	10
301 to 400	15	13	9	5	10	4	7	5
401 to 500	8	10	6	7	6	7	5	5
501 to 600	4	3	4	3	6	5	5	8
601 or more	2	10	5	3	4	5	3	3
Total	126	115	80	90	109	111	98	82

FIGURE 3
NUMBER OF SCHOOLS BY SIZE OF GRADUATING CLASS
CLASSES 1977-1981 AND 1983-1985



QUESTIONNAIRE RESPONSE

The student response rate to the follow-up questionnaire is shown in Table 2. The "Return Complete" category identifies the percentage of former students who returned fully completed questionnaires. The "Return Incomplete" category identifies the percentage of former students who returned partially completed questionnaires. The "No Return Received" category reports the percentage that did not respond to the follow-up questionnaire.

As shown in Table 2, 72.4 percent of those surveyed responded with a fully completed questionnaire. 8.8 percent responded with a partially completed questionnaire. The total response rate to the questionnaire was 81.2 percent.

TABLE 2
QUESTIONNAIRE RESPONSE
CLASS OF 1985 - ALL STUDENTS

Status	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
Return Complete	69.1	7019	75.8	7627	72.4	14646	+5.0
Return Incomplete	9.5	966	8.1	811	8.8	1777	-2.2
No Return Received	21.3	2166	16.2	1627	18.8	3793	-2.8
Total Assessed	100.0	10151	100.0	10065	100.0	20216	

COMBINATIONS OF PRESENT ACTIVITIES

Table 3 represents a detailed description of the activity status one year after high school for the Class of 1985. These selected categories were designed to be independent and mutually exclusive, thus providing non-duplicated counts.

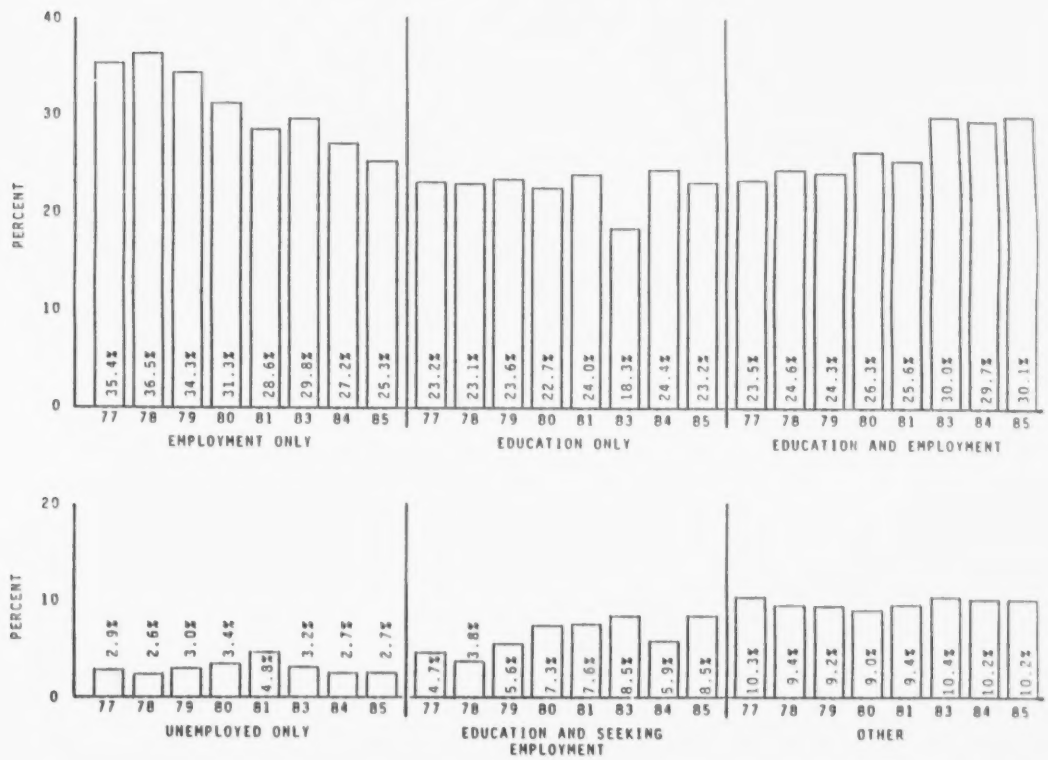
As shown in Table 3, 25.3 percent of the Class of 1985 were "employed only" at the time of the survey. Only 2.7 percent were "unemployed only" at the time of the survey. Of those responding, 23.2 percent were involved in education only, while 30.1 percent were attending a school and employed.

Figure 4 illustrates the trends in the combinations of activities. As can be seen, the percentage responding "employed only" has generally continued to decline since 1978. Likewise, the percentage listed as "education only", with only 1983 as an exception, has remained quite steady. In the years 1977 through 1981 a fairly constant 25 percent reported education and employment. In 1983 this percentage increased substantially to 30 percent, and has held at this level for the succeeding two graduating classes.

TABLE 3
COMBINATIONS OF PRESENT ACTIVITIES
CLASS OF 1985 - ALL STUDENTS

Status	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
Paid Employment (only)	26.5	2086	24.2	2010	25.3	4096	-1.9
Paid Employment and Homemaker	0.1	6	1.4	119	0.8	125	-0.1
Paid Employment and Vocational School	7.2	568	7.2	594	7.2	1162	+0.6
Paid Employment and Community College	6.6	519	8.1	672	7.4	1191	-0.7
Paid Employment and College or University	13.0	1022	18.0	1497	15.6	2519	+0.6
Vocational School (only)	3.8	298	3.7	309	3.8	607	+0.5
Community College (only)	2.7	212	1.8	150	2.2	362	+0.2
4-year College or University (only)	16.9	1331	17.5	1451	17.2	2782	-1.9
Homemaker (only)	0.0	2	2.0	163	1.0	165	0.0
Education and Seeking Employment	8.3	654	8.8	728	8.5	1382	+2.6
Unemployed (only)	2.6	206	2.7	227	2.7	433	0.0
Activities Other Than The Above	12.3	968	4.7	387	8.4	1355	+0.1
Total Reporting Activity	100.0	7872	100.0	8307	100.0	16179	

FIGURE 4
COMBINATIONS OF PRESENT ACTIVITIES
CLASSES 1977-1981 AND 1983-1985



EDUCATIONAL ACTIVITY

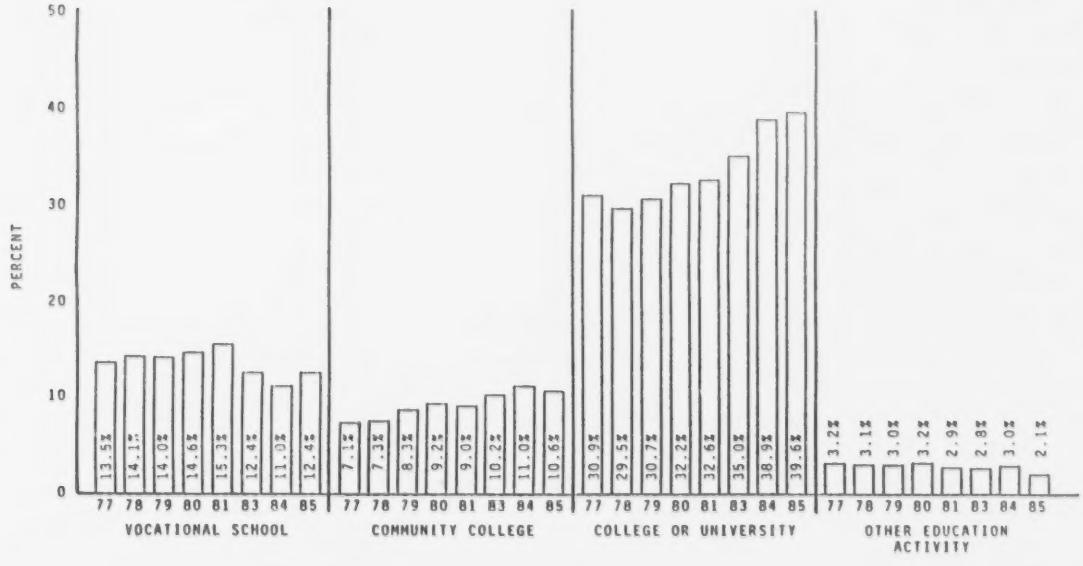
The educational activities of the Class of 1985 are summarized in Table 4. More than one-third (39.6 percent) of the class were enrolled in a four-year college or university at the time of the follow-up. 12.4 percent of the class were enrolled in a vocational school and 10.6 percent in a community college. Approximately 35 percent of the Class of 1985 had no educational activities at the time of the follow-up survey.

As can be seen in Figure 5, the total educational activities of leavers of Minnesota high schools is increasing slightly over time.

TABLE 4
PRESENT EDUCATION ACTIVITY
CLASS OF 1985 - ALL STUDENTS

Status	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
Vocational School	12.3	969	12.5	1042	12.4	2011	+1.4
Community College	10.3	815	10.8	900	10.6	1715	-0.4
4-Year College or University	36.7	2896	42.3	3529	39.6	6425	+0.7
Apprenticeship	0.7	56	0.3	28	0.5	84	-0.1
Other Education	1.4	112	1.8	152	1.6	264	-0.8
Total Reporting Education Activity	61.5	4848	67.8	5651	64.7	10499	+0.8
No Education Activity	38.5	3036	32.2	2689	35.3	5725	-0.8
Total	100.0	7884	100.0	8340	100.0	16224	

FIGURE 5
PRESENT EDUCATION ACTIVITY
CLASSES 1977-1981 AND 1983-1985



EDUCATION TIME STATUS

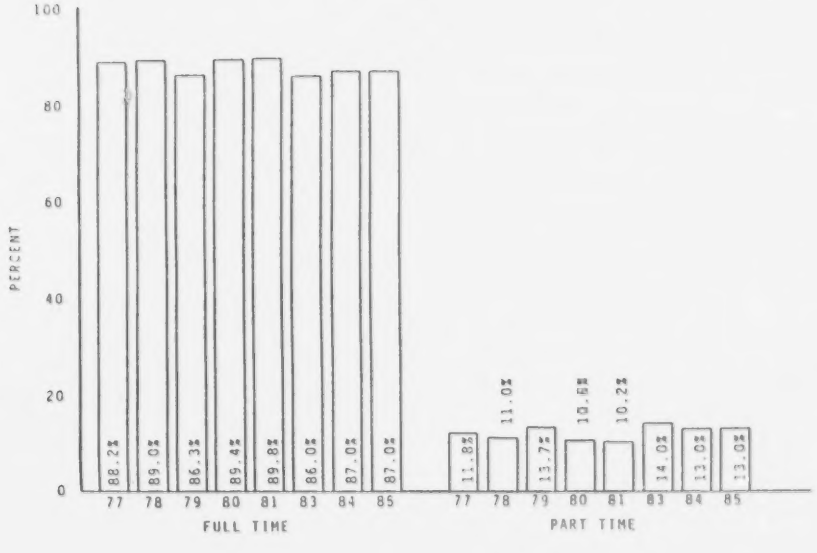
Table 5 indicates the time status for individuals in school at the time of the follow-up survey. Almost ninety percent of those individuals attending an educational institution were doing so full-time. Full-time was defined as being enrolled for 19 or more hours per week for students attending a vocational school or institute and 13 or more hours per week for students attending community colleges, colleges or universities. Students were considered part-time if enrolled in a vocational school or institute for 18 or fewer hours per week while students attending community colleges, colleges or universities were considered part-time if enrolled for 12 or fewer hours per week.

Figure 6 represents the trend data for education time status. As can be seen, a fairly constant rate of almost 90 percent full-time for those individuals attending school has been maintained over the past eight studies.

TABLE 5
PRESENT STATUS OF INDIVIDUALS IN SCHOOL
CLASS OF 1985 - ALL STUDENTS

Status	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
Full-Time	88.4	4063	85.7	4626	87.0	8689	0.0
Part-Time	11.6	533	14.3	770	13.0	1303	0.0
Total Reporting Time Status	100.0	4596	100.0	5396	100.0	9992	

FIGURE 6
TIME STATUS FOR INDIVIDUALS ATTENDING POST-SECONDARY INSTITUTIONS AT PRESENT
CLASSES 1977-1981 AND 1983-1985



SCHOOLS ATTENDED BY INDIVIDUALS AT PRESENT

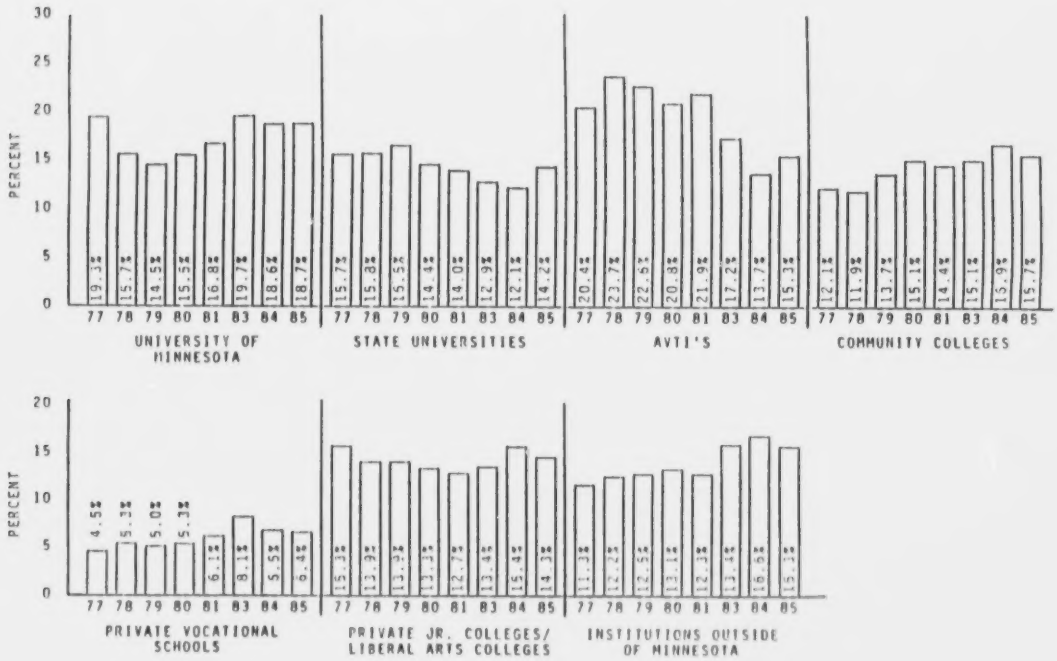
The percentages reported in Table 6 are intended to illustrate the type of post-secondary institution attended by students of the Class of 1985 ten to eleven months after leaving high school. Of those former students reporting an educational activity, 15.3 percent were attending an area vocational-technical institute; 18.7 percent were attending the University of Minnesota; 14.2 percent were attending a state university; 15.7 percent were attending a community college. Almost 30 percent (29.6%) reported attending a Minnesota private college (14.3%) or an institution outside of Minnesota (15.3%).

Figure 7 illustrates the proportion of those former students who reported enrollment by type of institution from 1977 to 1985.

TABLE 6
SCHOOLS ATTENDED BY INDIVIDUALS AT PRESENT
CLASS OF 1985 - ALL STUDENTS
(Of Those Reporting Education Activity)

Status	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
University of Minnesota (all campuses)	21.8	924	16.2	812	18.7	1736	+0.1
State Universities	12.2	516	15.9	798	14.2	1314	+2.1
Area Vocational-Technical Institutes	17.0	721	13.8	696	15.3	1417	+1.6
Community College	15.9	674	15.5	777	15.7	1451	-1.2
Private Vocational Schools (including health related and military)	4.9	208	7.7	385	6.4	593	-0.1
Private Jr. Colleges Liberal Arts Colleges	12.2	518	16.0	805	14.3	1323	-1.1
Institutions Outside Minnesota	15.7	666	14.9	748	15.3	1414	-1.3
Schools Not Reported	0.1	5	0.1	6	0.1	11	-0.2
Total Reporting Schools	100.0	4232	100.0	5027	100.0	9259	

FIGURE 7
POST-SECONDARY INSTITUTIONS ATTENDED BY INDIVIDUALS AT PRESENT
CLASSES 1977-1981 AND 1983-1985



EMPLOYMENT ACTIVITY

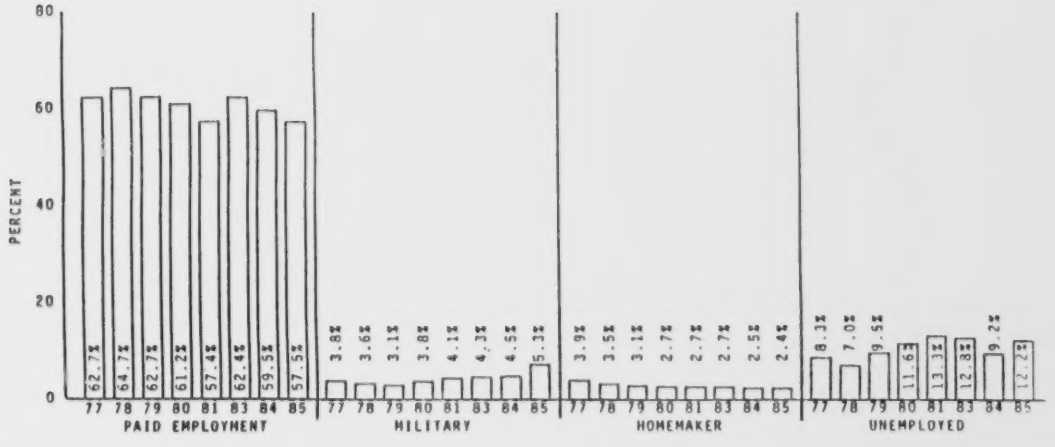
The employment activities of the Class of 1985 are summarized in Table 7. Over half (57.5 percent) of the class were employed at the time of the follow-up survey. While it appears that 12.2 percent of the class were unemployed, it should be noted that many of the students surveyed were also attending an educational institution while looking for work. This unemployment figure includes those former students who are primarily in school but also seeking employment. A better view of the unemployment figure for the Class of 1985 may be obtained in Table 3, "Combination of Present Activities" which indicates an "unemployed only" status of 2.7 percent.

Figure 8 illustrates the employment activities of the Class of 1977 through 1985. It is apparent that the proportion of each class stating any employment related activity has varied from approximately 75 to 85 percent.

TABLE 7
PRESENT EMPLOYMENT ACTIVITY
CLASS OF 1985 - ALL STUDENTS

Status	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
Paid Employment	54.9	4328	59.9	4997	57.5	9325	-2.0
Homemaker	0.2	14	4.6	380	2.4	394	-0.1
Military	9.7	768	1.1	90	5.3	858	+0.8
Unemployed/Seeking Employment	11.7	925	12.7	1056	12.2	1981	+3.0
Total Reporting Employment Activity	76.5	6035	78.2	6523	77.4	12558	+1.7
No Employment Activity	23.5	1849	21.8	1817	22.6	3666	-1.6
Total	100.0	7884	100.0	8340	100.0	16224	

FIGURE 8
PRESENT EMPLOYMENT ACTIVITY
CLASSES 1977-1981 AND 1983-1985



EMPLOYMENT TIME STATUS

The time status for individuals employed is reported in Table 8. Full-time was defined as being employed 30 or more hours per week. Part-time was defined as being employed 29 or fewer hours per week.

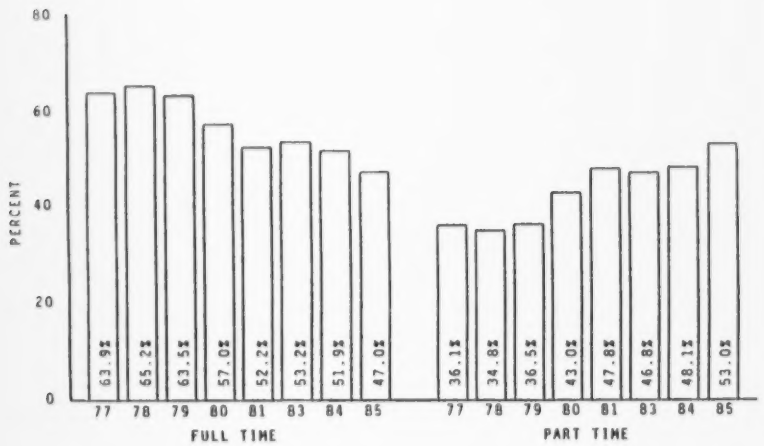
As shown in Table 8, forty-seven percent of the Class of 1985 reporting employment were employed full-time, with fifty-three percent of the class employed part-time.

The seven-year trend data reported in Figure 9 reveals the tendency toward part-time employment for those former students employed. It should be noted that employment time status may be affected by participation in post-secondary education activities which have also changed over the past five years.

TABLE 8
PRESENT STATUS OF EMPLOYED INDIVIDUALS
CLASS OF 1985 - ALL STUDENTS

Status	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
Full-Time	53.8	2265	41.1	2007	47.0	4272	-4.9
Part-Time	46.2	1943	58.9	2875	53.0	4818	+4.9
Total Reporting Time Status	100.0	4208	100.0	4882	100.0	9090	

FIGURE 9
TIME STATUS OF INDIVIDUALS EMPLOYED AT PRESENT
CLASSES 1977-1981 AND 1983-1985



WAGES EARNED BY INDIVIDUALS EMPLOYED AT PRESENT

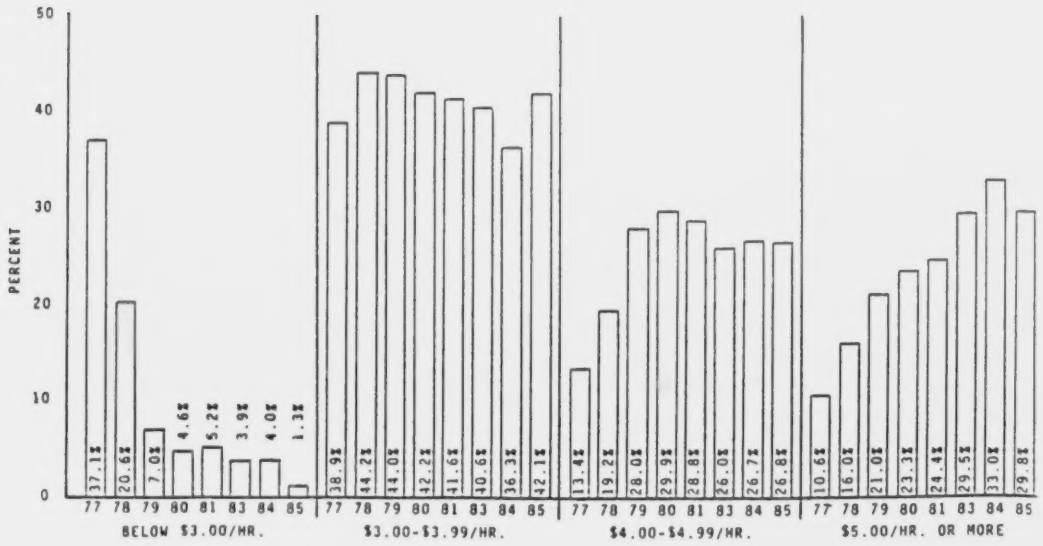
The wage distribution of the Class of 1985 who were employed at the time of the follow-up survey is reported in Table 9. Less than two percent of the class reported earning less than $3.00 per hour. About two-thirds (68.9 percent) reported earning $3.00 to $4.99 per hour. Thirty percent of the class reported earning $5.00 or more per hour.

Figure 10 illustrates the wage distribution for the past seven studies. Care should be exercised when interpreting these data due to changes in the minimum wage and inflation that have occurred over the seven-year period.

TABLE 9
WAGES OF INDIVIDUALS EMPLOYED AT PRESENT
CLASS OF 1985 - ALL STUDENTS

Status	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
Below $3.00 per hour	0.6	15	1.9	68	1.3	83	-2.7
$3.00 - $3.99 per hour	31.6	835	49.8	1780	42.1	2615	+4.8
$4.00 - $4.99 per hour	30.9	817	23.8	850	26.8	1667	+0.1
$5.00 - $5.99 per hour	17.9	473	15.6	558	16.6	1031	-1.4
$6.00 - $6.99 per hour	7.9	209	6.0	214	6.8	423	-0.9
$7.00 per hour or more	11.1	293	2.9	104	6.4	397	-0.9
Total Reporting Wages	100.0	2642	100.0	3574	100.0	6216	

FIGURE 10
WAGES FOR INDIVIDUALS EMPLOYED AT PRESENT
CLASSES 1977-1981 AND 1983-1985



INDUSTRIES IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

The information presented in Table 10 categorizes the employment activities of former students by the type of industry in which they were employed at the time of the follow-up survey. The industry categories are the same as the broad reporting categories used by the United States Bureau of the Census.

Nearly one-half (49.1 percent) of the Class of 1985 were employed in wholesale and retail trade. Seventeen percent of the class were employed in professional and related services. One-tenth of the class were employed by manufacturing firms.

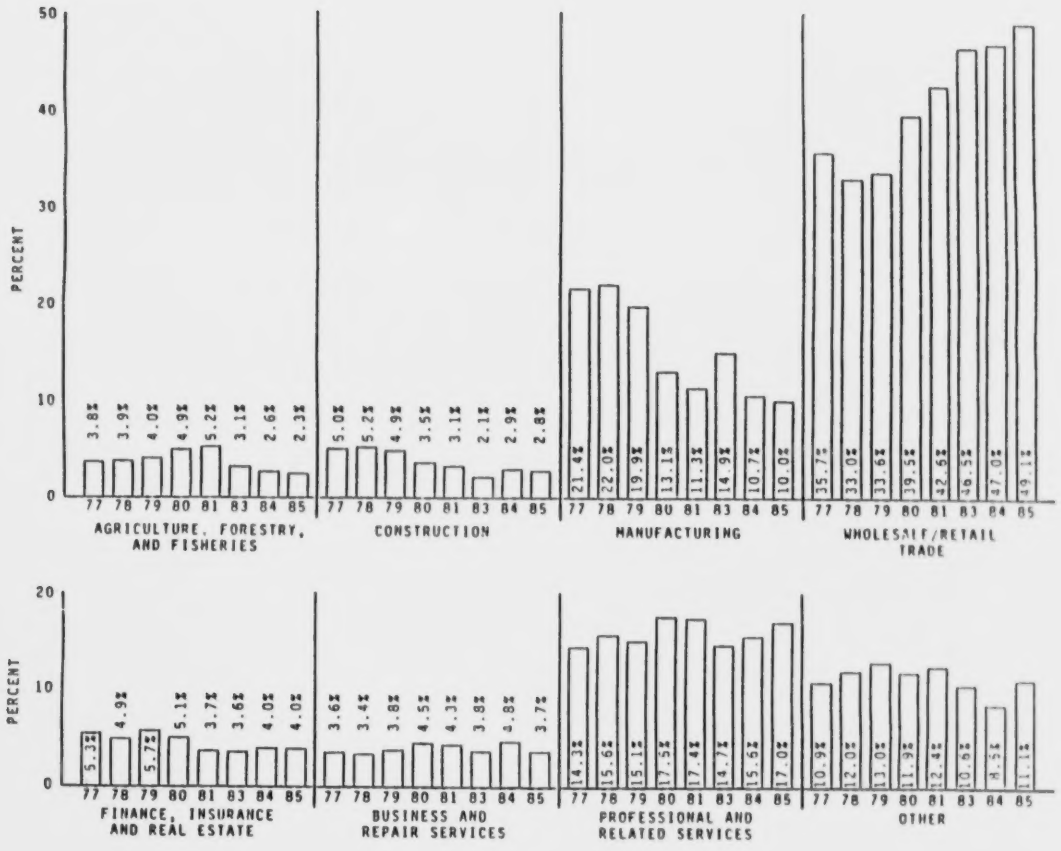
Figure 11 illustrates the distribution of employment by industry for the past eight years. As is apparent, the proportion employed in wholesale and retail trade has increased consistently over time. The largest increase, 2.4 percentage points, was reported in the professional and related services category. Manufacturing declined slightly (.7 percentage points), as it has generally done, with the exception of the Class of 1983.

TABLE 10
INDUSTRIES IN WHICH RESPONDENTS ARE EMPLOYED
CLASS OF 1985 - ALL STUDENTS

Industry	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
Wholesale and Retail Trade	48.6	1985	49.6	2377	49.1	4362	+2.1
Professional and Related Services	9.6	393	23.2	1112	17.0	1505	+2.4
Manufacturing	13.6	555	6.9	330	10.0	885	-0.7
Finance, Insurance, and Real Estate	1.2	49	6.3	303	4.0	352	0.0
Personal Services	2.5	104	4.9	236	3.8	340	-0.3
Business and Repair Services	5.3	218	2.4	113	3.7	331	-1.1
Entertainment and Recreation Services	3.4	138	3.1	149	3.2	287	+0.4
Construction	5.7	234	0.3	15	2.8	249	-0.1
Transportation, Communications, and Other Public Utilities	3.6	146	1.5	73	2.5	219	-0.3
Agriculture, Forestry, and Fisheries	4.4	181	0.5	23	2.3	204	-0.3
Public Administration	1.1	46	0.7	33	0.9	79	0.0
Mining	0.0	2	0.0	2	0.0	4	-0.1
Industry Not Reported	0.8	34	0.5	25	0.7	59	-1.2
Total Reporting Industry	100.0	4085	100.0	4791	100.0	8876	

* A listing of specific industries for each of the categories above is provided in Appendix B.

FIGURE 11
INDUSTRIES IN WHICH RESPONDENTS ARE EMPLOYED AT PRESENT
CLASSES 1977-1981 AND 1983-1985



OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT

Information relative to the occupations in which individuals were employed at the time of the follow-up is presented in Table 11. The categories used in Table 11 were the same as used by the U.S. Bureau of the Census. For the purposes of this report, an expanded form of the suggested abbreviated occupational classifications (Standard Occupational Codes - SOC) has been used.

Incorporating the Standard Occupational Classification into the Minnesota Secondary School Follow-Up System has the benefit of keeping the System current and compatible with Federal government reporting procedures. However, due to this change only six years of occupational trend data will be presented in this report.

As shown in Table 11, nearly three-fourths (72.2 percent) of those employed were employed in service, marketing and sales, or clerical occupations. Nearly 90 percent of females cluster in these three occupational areas.

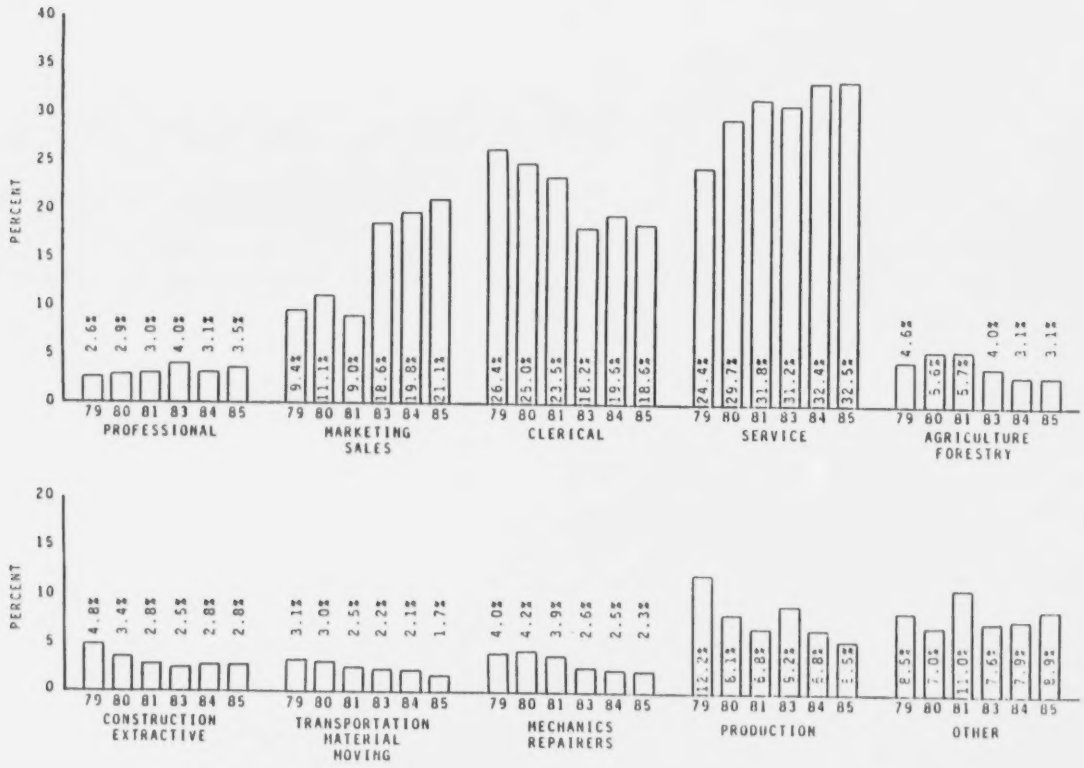
Figure 12 illustrates the change in proportion of employment by occupation. Service and marketing/sales occupations both experienced growth with the Class of 1985. Clerical occupations dropped one percentage point. The largest decline took place in production occupations, as had occurred on the Class of 1984 study.

TABLE 11
OCCUPATIONS IN WHICH RESPONDENTS ARE EMPLOYED
CLASS OF 1985 - ALL STUDENTS

Occupations	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
Service	28.9	1186	35.5	1709	32.5	2895	+0.1
Marketing and Sales	14.1	578	27.1	1303	21.1	1881	+1.3
Clerical	8.4	345	27.2	1309	18.6	1654	-1.0
Material Handlers, Equipment Cleaners, Laborers, and Miscellaneous Occupations	15.7	643	1.6	77	8.1	720	+1.0
Production	8.4	344	3.0	145	5.5	489	-1.3
Administrative, Engineering, Scientific Teaching, and Related Occupations Including Creative Artists	3.2	131	3.7	178	3.5	309	+0.4
Farming, Forestry, and Fishing	5.9	243	0.7	32	3.1	275	0.0
Construction and Extractive	5.9	242	0.2	8	2.8	250	0.0
Mechanics and Repairers	4.8	198	0.1	7	2.3	205	-0.2
Transportation and Material Moving	3.4	141	0.3	13	1.7	154	-0.4
Technologists and Technicians Including Health	1.1	46	0.6	28	0.8	74	0.0
Total Reporting Occupations	100.0	4097	100.0	4809	100.0	8906	

* A listing of specific occupations for each of the categories above is provided in Appendix C.

FIGURE 12
OCCUPATIONS IN WHICH INDIVIDUALS ARE EMPLOYED AT PRESENT
CLASSES 1979-1981 AND 1983-1985



Chapter 3:

PLANS VERSUS ACTUAL ACTIVITIES OF THE CLASS OF 1985

An integral part of the Minnesota Secondary Follow-Up System is the Career Planning Survey. The Career Planning Survey is administered to high school seniors approximately one month prior to their high school graduation date. The Career Planning Survey asks students questions concerning their high school program, basic skills, post high school plans, finality of plans, personal information, and family information. The Career Planning Survey data are analyzed and reported to each participating district.

The Follow-up component of the Secondary Follow-Up System, as stated in Chapter 1, gathers information on students' post high school activities approximately one year after students leave high school. The entire follow-up procedure links student base information, plans and post high school employment and/or educational activity.

Approximately one hundred Minnesota high schools collected both Career Planning Survey and Follow-up data for the Class of 1985. These data were collected at two different time periods. The Minnesota Secondary Follow-Up System procedures insure that each student's Career Planning Survey and Follow-up data are correctly matched. This merge resulted in a data file containing 14,368 students.

The comparison of "plans versus actual activities" is accomplished via the students' combination of plans/activities. The combinations of plans/activities was chosen because it allows for a better view of what the students are planning/doing with their time, in that a total picture of what a student is planning/doing is more apparent. It also creates mutually exclusive categories. Table 12 illustrates the combination of plans from the Class of 1985 as measured by the Career Planning Survey.

TABLE 12
COMBINATION OF PLANS OF THE CLASS OF 1985 AS GATHERED FROM THE CAREER PLANNING SURVEY

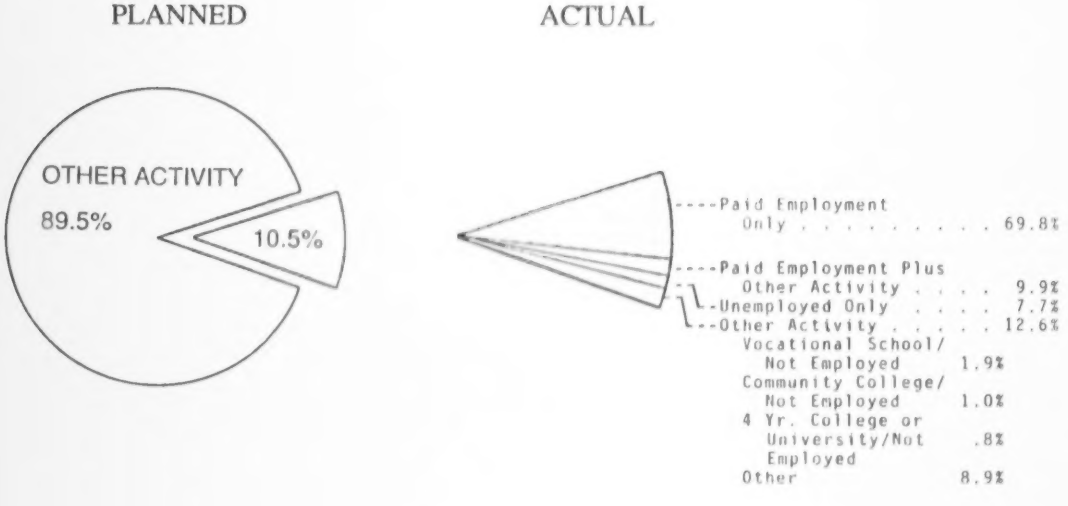
Survey	Male Percent	N	Female Percent	N	Total Percent	N	% Change From 1984
Paid Employment Only	10.6	761	10.4	748	10.5	1509	-0.1
Vocational School and Paid Employment	14.0	1003	15.1	1084	14.5	2087	+0.4
Community College and Employment	9.8	701	11.1	798	10.4	1499	-0.5
College or University and Employment	21.9	1572	26.4	1898	24.2	3070	-0.1
Vocational School Only	4.9	349	3.4	241	4.1	590	+0.8
Community College Only	2.6	183	2.3	165	2.4	348	-0.3
College or University Only	13.8	995	15.4	1109	14.6	2104	-1.7
Other Combinations	22.6	1623	15.8	1138	19.2	2761	NA
Total Completing Career Planning Surveys	100.0	7187	100.0	7181	100.0	14368	

ACTUAL ACTIVITY OF THOSE PLANNING EMPLOYMENT ONLY

Of the members of the Class of 1985 who completed a Career Planning Survey, **10.5 percent**, or 1,509 indicated they planned to be employed only one year after leaving high school. Of the 10.5 percent, 1137, or 75.3 percent, returned the follow-up form and indicated their present activity.

Of that 1137, **69.8 percent**, or 794 individuals, were actually employed only at the time of the follow-up survey. 112 people, or 9.9 percent of those planning employment only, were also employed, but in combination with another activity, such as attending a vocational school. Therefore, **79.7 percent** , or 906 of the 1509 planning employment only and returned the follow-up survey, were engaged in **employment** at the time of the study.

FIGURE 13
PLANS OF THE CLASS OF 1985 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING EMPLOYMENT ONLY

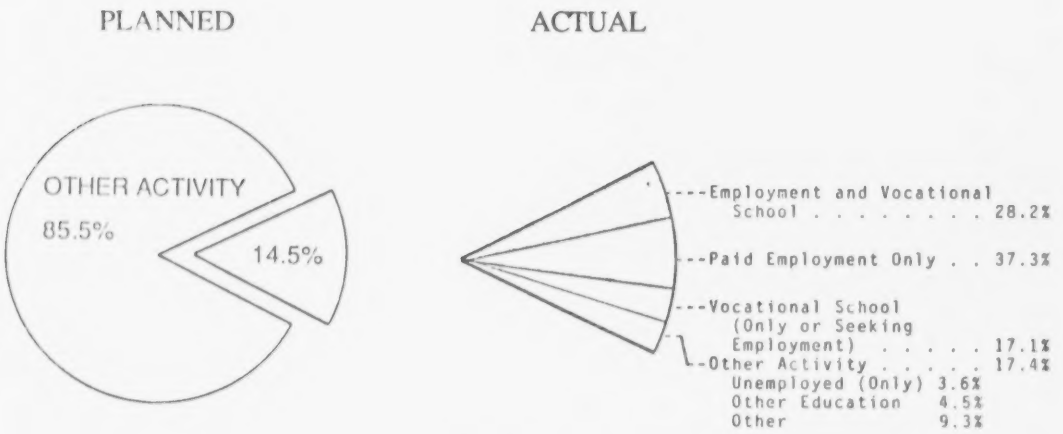

PLANNED
ACTUAL
OTHER ACTIVITY
89.5%
10.5%
Paid Employment Only 69.8%
Paid Employment Plus Other Activity 9.9%
Unemployed Only 7.7%
Other Activity 12.6%
Vocational School/ Not Employed 1.9%
Community College/ Not Employed 1.0%
4 Yr. College or University/Not Employed .8%
Other 8.9%

ACTUAL ACTIVITY OF THOSE PLANNING EMPLOYMENT AND VOCTIONAL SCHOOL

Of the members of the Class of 1985 who completed a Career Planning Survey, **14.5 percent**, or 2,087, indicated they planned to be employed and attending a vocational school one year after leaving high school. Of the 14.5 percent, 1,682 former students, or 80.6 percent, returned the follow-up form and indicated their present activity. Of that 1,682, 474 individuals, or **28.2 percent** were actually employed and attending a vocational school at the time of the follow-up survey. Almost forty percent, 627, or 37.3 percent of those planning employment and vocational school were involved in employment only. Some of those may have completed a vocational program between high school completion and the time of the survey. 288 (17.1 percent) were engaged in either vocational school only or vocational school and seeking employment.

Upon further study of what those planning this activity were doing in three periods between graduation and the study, it would appear that **57 percent** of this group actually attended vocational school at some time during the year. It is difficult to determine the retention statistics for vocational schools since vocational programs vary greatly in length.

FIGURE 14
PLANS OF THE CLASS OF 1985 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING EMPLOYMENT AND VOCATIONAL SCHOOL


PLANNED
ACTUAL
OTHER ACTIVITY
85.5%
14.5%
---Employment and Vocational School 28.2%
--Paid Employment Only . . 37.3%
---Vocational School (Only or Seeking Employment) 17.1%
-Other Activity 17.4%
Unemployed (Only) 3.6%
Other Education 4.5%
Other 9.3%

ACTUAL ACTIVITY OF THOSE PLANNING EMPLOYMENT AND COMMUNITY COLLEGE

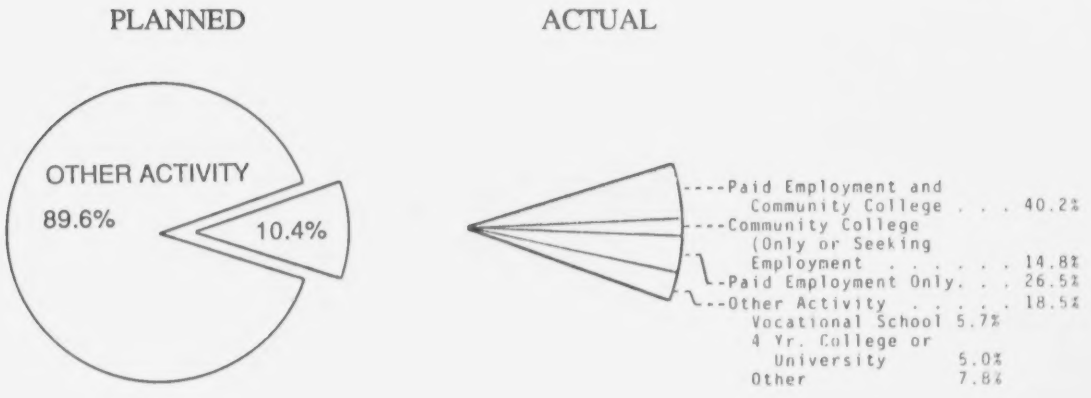
Of the members of the Class of 1985 who completed a Career Planning Survey, **10.4 percent**, or 1,499, indicated they planned to be employed and attending a community college one year after leaving high school. Of the 10.4 percent, 1,272 former students, or 84.9 percent, returned the follow-up form and indicated their present activity.

Of that 1,272, **40.2 percent**, or 511 individuals, were actually employed and attending a community college at the time of the follow-up survey. Over one-fourth (26.5 percent or 337 individuals) of those planning employment and community college were employed only. Another 14.8 percent (188 former students) were either attending a community college only or attending one and seeking employment.

Therefore, at the time of the follow-up, **55 percent** of those planning employment and vocational school were enrolled in a community college.

In looking at three-month increments since graduation, **65 percent** had been involved in community college at some point. The attrition rate after the first post secondary quarter was 8.6 percent.

FIGURE 15
PLANS OF THE CLASS OF 1985 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING EMPLOYMENT AND COMMUNITY COLLEGE


PLANNED
ACTUAL
OTHER ACTIVITY
89.6%
10.4%
Paid Employment and Community College . . . 40.2%
Community College (Only or Seeking Employment 14.8%
Paid Employment Only. . . 26.5%
Other Activity 18.5%
Vocational School 5.7%
4 Yr. College or University 5.0%
Other 7.8%

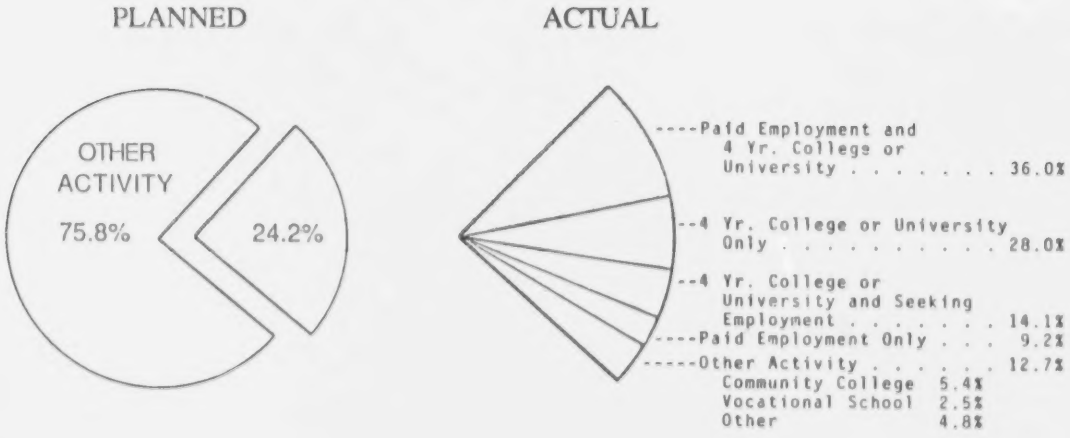
ACTUAL ACTIVITY OF THOSE PLANNING EMPLOYMENT AND COLLEGE OR UNIVERSITY

Of the members of the Class of 1985 who completed a Career Planning Survey, **24.2 percent**, or 3470, indicated they planned to be employed and attending a college or university one year after leaving high school. Of the 24.2 percent, 3,049 former students, or 87.9 percent, returned the follow-up form and indicated their present activity.

Of that 3,049, **36 percent**, or 1,099 individuals, were actually employed and attending a college or university at the time of the follow-up survey. Another 1,284 individuals (42.1 percent) were attending a college or university, either exclusively or also seeking employment. 9.2 percent (279) were employed only. At the time of the follow-up, more than three-fourths, 78.1 percent of those planning to be employed and attending a college or university were attending a college or university. 51.8 percent were engaged in some form of employment.

Upon further study of what those planning this activity were doing in three-month increments following graduation, it appears that almost **85 percent** attended a college or university at some point during the year. The attrition rate after the first post secondary quarter was 3.9 percent.

FIGURE 16
PLANS OF THE CLASS OF 1985 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING EMPLOYMENT AND 4 YR. COLLEGE OR UNIVERSITY


PLANNED
ACTUAL
OTHER ACTIVITY
75.8%
24.2%
----Paid Employment and 4 Yr. College or University 36.0%
--4 Yr. College or University Only 28.0%
--4 Yr. College or University and Seeking Employment 14.1%
----Paid Employment Only . . . 9.2%
-----Other Activity 12.7%
Community College 5.4%
Vocational School 2.5%
Other 4.8%

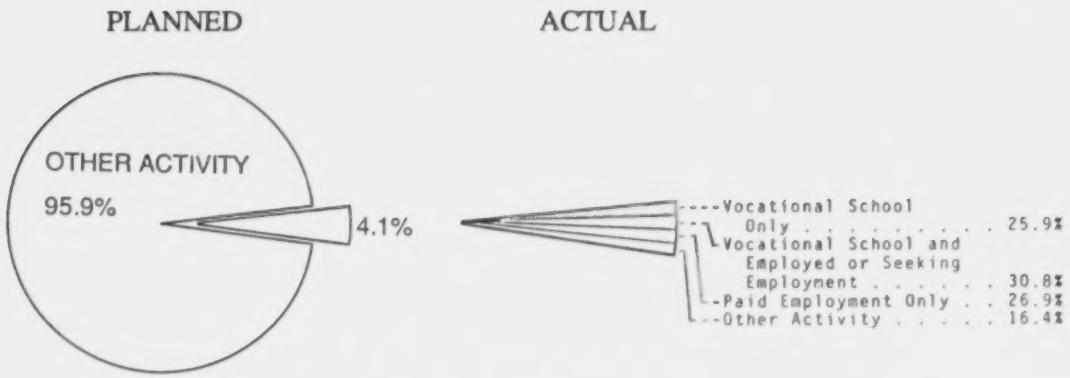
ACTUAL ACTIVITY OF THOSE PLANNING VOCATIONAL SCHOOL ONLY

Of the members of the Class of 1985 who completed a Career Planning Survey, **4.1 percent**, or 590, indicated they planned to be attending a vocational school only one year after leaving high school. Of the 4.1 percent, 490 former students, or 83.1 percent, returned the follow-up form and indicated their present activity.

Of that 490, **25.9 percent**, or 127 individuals, were actually attending a vocational school only at the time of the follow-up survey. 151 people, or 30.8 percent, were enrolled in a vocational school, but also employed or seeking employment. 26.9 percent, or 132 individuals were employed only at the time of the follow-up. Some of these may have completed their vocational program prior to the survey.

In studying the three-month time increments between the classes' graduation and the time of the follow-up study, it appears that **two-thirds** of this group did attend a vocational school at some time. It is difficult to determine the retention statistics for vocational schools since vocational programs vary greatly in length.

FIGURE 17
PLANS OF THE CLASS OF 1985 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING VOCATIONAL SCHOOL ONLY


PLANNED
ACTUAL
OTHER ACTIVITY
95.9%
4.1%
Vocational School Only 25.9%
Vocational School and Employed or Seeking Employment 30.8%
Paid Employment Only . . 26.9%
Other Activity 16.4%

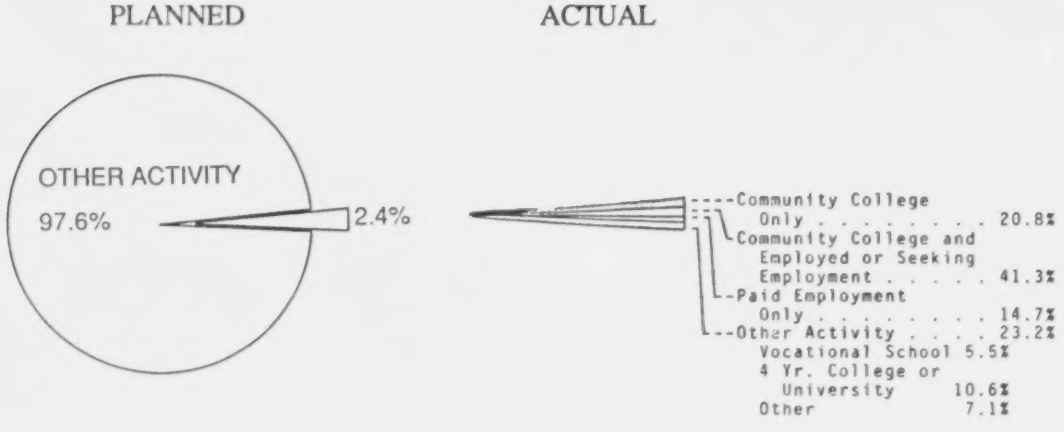
ACTUAL ACTIVITY OF THOSE PLANNING COMMUNITY COLLEGE ONLY

Of the members of the Class of 1985 who completed a Career Planning Survey, **2.4 percent**, or 348, indicated they planned to be attending a community college only one year after leaving high school. Of the 2.4 percent, 293 former students, or 84.2 percent, returned the follow-up form and indicated their present activity.

Of that 293, **20.8 percent**, or 61 individuals, were actually attending a community college only at the time of the follow-up survey. Another 121 individuals, or 41.3 percent, were attending a community college, but were also employed or seeking employment. Nearly fifteen percent (43 people) were employed only at the time of the survey.

In reviewing the activities of this group for three-month intervals, it is estimated that nearly three-fourths **(70.6 percent)** did attend a community college at some point. There appears to be a five percent rate of attrition between the first and second quarter.

FIGURE 18
PLANS OF THE CLASS OF 1985 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING COMMUNITY COLLEGE ONLY



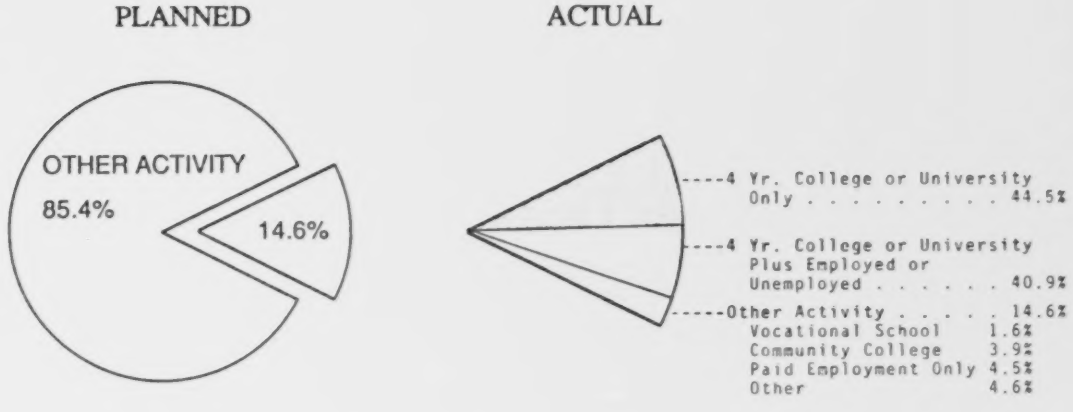
ACTUAL ACTIVITY OF THOSE PLANNING COLLEGE OR UNIVERSITY ONLY

Of the members of the Class of 1985 who completed a Career Planning Survey, **14.6 percent**, or 2,104, indicated they planned to be attending a college or university only one year after leaving high school. Of the 14.6 percent, 1,887 former students, or 89.7 percent, returned the follow-up form and indicated their present activity.

Of that 1,887, **44.5 percent**, or 840 individuals, were attending a college or university only at the time of the follow-up survey. Another 772 respondents, or 40.9 percent, were attending a college or university, but were also employed or seeking employment. Of the students indicating these plans, 85 (4.5 percent) were employed only at the time of the survey.

Because former students were asked to report their post high school activity in three-month increments, it was learned that **over ninety percent** of those in this category who reported did attend a college or university at some point during the year following graduation of the class. There was a six percent attrition between the beginning and ending of the first year out of high school.

FIGURE 19
PLANS OF THE CLASS OF 1985 VERSUS THE ACTUAL ACTIVITIES OF THOSE PLANNING 4 YR. COLLEGE OR UNIVERSITY


PLANNED
ACTUAL
OTHER ACTIVITY
85.4%
14.6%
4 Yr. College or University Only 44.5%
4 Yr. College or University Plus Employed or Unemployed 40.9%
Other Activity 14.6%
Vocational School 1.6%
Community College 3.9%
Paid Employment Only 4.5%
Other 4.6%

Chapter 4:

EMPLOYER FOLLOW-UP CLASS OF 1985

One of the components of the Minnesota Secondary Follow-Up System is the Employer Follow-up. It is felt that employers of recent high school leavers can provide school decisionmakers with valuable information for consideration in future program planning and development.

It was requested that those utilizing the Follow-Up System attempt to send an Employer Follow-up Form to the employer of any respondent who indicated employment and provided sufficient information to contact the employer.

This is the first year that employer follow-up response data are provided in this State report. The responses of 842 employers are represented in this report.

	VeryGood	Good	Average	Poor	VeryPoor
1. Rating of student's technical knowledge	24.8%	47.3%	25.4%	2.4%	0.1%
2. Rating of student's work attitude	43.2%	35.5%	16.6%	3.9%	0.7%
3. Rating of student's work quality	36.6%	40.7%	19.9%	2.4%	0.5%
4. Overall rating of vocational training received by this student as it pertains to the requirements of the job	27.2%	46.8%	22.9%	2.9%	0.2%

5. Rating of student's preparation in relation to other employees doing similar work?	No basis for comparison	17.6%
	Better prepared	40.7%
	Prepared same	36.6%
	Less prepared	5.8%

Student has demonstrated-----	Strongly Agree	Agree	No Opportunity to Observe	Disagree	Strongly Disagree
6. the ability and willingness to learn new skills and concepts	38.5%	54.3%	2.6%	4.4%	0.1%
7. adaptability to changing job situations	30.5%	55.7%	7.9%	5.3%	0.6%
8. the ability to offer constructive dissent in a non-hostile manner	19.3%	52.5%	19.9%	7.9%	0.5%
9. the ability and willingness to follow verbal and written instructions	33.9%	57.9%	2.8%	4.8%	0.6%
10. the ability to keep accurate records	19.5%	48.3%	28.3%	3.5%	0.4%
11. the ability to communicate effectively	25.0%	64.6%	3.9%	6.3%	0.2%

12.	successful interpersonal relationships with co-workers and supervisors	34.4%	56.6%	2.8%	5.4%	0.8%
13.	an understanding of the rights and responsibilities of employees and employers	24.6%	61.4%	8.9%	5.0%	0.1%
14.	appropriate computation skills	21.6%	54.8%	19.0%	4.1%	0.5%

15. Would you consider hiring others from this program?

Yes	97.3%
No	2.7%

APPENDIX A:
Minnesota Secondary Schools Participating in the Follow-up Project in 1985

Albert Lea
Alexandria (Jefferson H.S.)
Amboy-Good Thunder
Anoka (Coon Rapids H.S.)
Appleton
Askov
Balaton
Becker
Bemidji
Biwabik
Blue Earth
Browerville
Browns Valley
Brownton
Caledonia
Cambridge
Centennial
Chaska
Clarissa
Coleraine (Greenway H.S.)
Columbia Heights
Comfrey
Cottonwood
Deer River
Delavan
Dodge Center
Duluth (Central H.S.)
Duluth (Denfeld H.S.)
Duluth (East H.S.)
Eagle Bend
East Chain
East Grand Forks
Echo-Wood Lake
Elbow Lake-Wendell
Elmore
Esko
Evansville
Eveleth
Fairfax
Fairmont
Faribault
Fergus Falls
Forest Lake
Freeborn
Goodridge
Granada-Huntley
Grand Rapids
Harmony
Hastings
Hermantown
Hinckley
Janesville
Kelliher
Kiester-Walters
Kimball
Lake Crystal
Lake Park
Lakeville
LeCenter
LeRoy-Ostrander
Little Falls
Long Prairie
Mahtomedi
Medford
Minnetonka
Montevideo
Montgomery-Lonsdale
Moose Lake
Morgan (Cedar Mountain H.S.)
Motley
Mounds View (Irondale H.S.)
Mounds View (Mounds View H.S.)
Newfolden (Central H.S.)
New Prague
New Ulm
Nicollet
North St. Paul (North H.S.)
North St. Paul (Tartan H.S.)
Ogilvie
Orono
Ortonville
Osseo (Osseo H.S.)
Osseo (Park Center H.S.)
Parkers Prairie
Pequot Lakes
Perham
Peterson
Pierz (Healy H.S.)
Pillager
Pine City
Plainview
Princeton
Prior Lake
Proctor
Raymond
Richfield
Rochester (John Marshall H.S.)
Rochester (Mayo H.S.)
St. Clair
St. Francis
St. Paul (Central H.S.)
St. Paul (Como H.S.)

Appendix A (continued)

St. Paul (Harding H.S.)
St. Paul (Highland H.S.)
St. Paul (Humboldt H.S.)
St. Paul (Johnson H.S.)
Sauk Rapids
Shakopee
South Washington County (Park H.S.)
South Washington County (Woodbury H.S.)
Spring Lake Park
Staples
Stillwater
Thief River Falls (Lincoln H.S.)
Twin Valley
Two Harbors
Underwood
Virginia
Waconia
Wadena
Walker
Wanamingo
Wells Easton
West Concord
White Bear Lake
Worthington

APPENDIX B
SPECIFIC INDUSTRIES
WITHIN CATEGORIES USED IN REPORTS

AGRICULTURE, FORESTRY, AND FISHERIES
- Agricultural Production, Crops
- Agricultural Production, Livestock
- Agricultural Services Except Horticultural
- Horticultural Services

MINING
- Metal Mining
- Coal Mining
- Nonmetallic Mining and Quarrying, Except Fuel

CONSTRUCTION

MANUFACTURING
- Meat Products
- Dairy Products
- Canned and Preserved Fruits and Vegetables
- Grain Mill Products
- Bakery Products
- Sugar and Confectionery Products
- Beverage Industries
- Miscellaneous Food Preparations and Kindred Products
- Not Specified Food Industries
- Knitting Mills
- Dyeing and Finishing Textiles, Not Wood and Knit
- Floor Coverings, Except Hard Surface
- Yarn, Thread, and Fabric Mills
- Miscellaneous Textile Mill Products
- Apparel and Accessories, Except Knit
- Miscellaneous Fabricated Textile Products
- Pulp, Paper, and Paperboard Mills
- Miscellaneous Paper and Pulp Products
- Paperboard Containers and Boxes
- Newspaper Publishing and Printing
- Printing, Publishing and Allied Industries (Not Papers)
- Plastics, Synthetics, and Resins
- Drugs
- Soaps and Cosmetics
- Paints, Varnishes, and Related Products
- Agricultural Chemicals
- Industrial and Miscellaneous Chemicals
- Petroleum Refining
- Miscellaneous Petroleum and Coal Products
- Tires and Inner Tubes
- Other Rubber Products and Plastic Footwear and Belting
- Miscellaneous Plastics Products
- Leather Products, Except Footwear
- Logging

MANUFACTURING (cont.)
- Sawmills, Planing Mills, and Millwork
- Wood Buildings and Mobile Homes
- Miscellaneous Wood Products
- Furniture and Fixtures
- Glass and Glass Products
- Cement, Concrete, Gypsum, and Plaster Products
- Structural Clay Products
- Pottery and Related Products
- Miscellaneous Nonmetallic Mineral and Stone Products
- Iron and Steel Foundries
- Primary Aluminum Industries
- Other Primary Metal Industries
- Cutlery, Hand Tools, and Other Hardware
- Fabricated Structural Metal Products
- Screw Machine Products
- Metal Forgings and Stampings
- Miscellaneous Fabricated Metal Products
- Not Specified Metal Industries
- Engines and Turbines
- Farm Machinery and Equipment
- Construction and Material Handling Machines
- Metalworking Machinery
- Electronic Computing Equipment
- Machinery, Except Electrical, n.e.c.
- Not Specified Machinery
- Household Appliances
- Radio, TV, and Communication Equipment
- Electrical Machinery, Equipment, and Supplies, n.e.c.
- Not Specified Electrical Machinery, Equipment and Supplies
- Motor Vehicles and Motor Vehicle Equipment
- Aircraft and Parts
- Ship and Boat Building and Repairing
- Cycles and Miscellaneous Transportation Equipment
- Scientific and Controlling Instruments
- Optical and Health Services Supplies
- Photographic Equipment and Supplies
- Not Specified Professional Equipment
- Toys, Amusement, and Sporting Goods
- Miscellaneous Manufacturing Industries
- Not Specified Manufacturing Industries

TRANSPORTATION, COMMUNICATIONS, OTHER PUBLIC UTILITY
- Railroads
- Bus Service and Urban Transit
- Trucking Service

TRANSPORTATION, COMMUNICATION OTHER PUBLIC UTILITY (cont.)
- Warehousing and Storage
- U.S. Postal Service
- Air Transportation
- Pipe Lines, Except Natural Gas
- Services Incidental to Transportation
- Radio and Television Broadcasting
- Telephone
- Telegraph and Misc. Communication Services
- Electric Light and Power
- Gas and Steam Supply Systems
- Electric and Gas, and Other Combinations
- Water Supply and Irrigation
- Sanitary Services
- Not Specified Utilities

WHOLESALE AND RETAIL TRADE
- Motor Vehicles and Equipment
- Furniture and Home Furnishings
- Lumber and Construction Materials
- Sporting Goods, Toys, and Hobby Goods
- Electrical Goods
- Hardware, Plumbing and Heating Supplies
- Not Specified Electrical and Hardware Products
- Machinery, Equipment, and Supplies
- Miscellaneous Wholesale, Durable Goods
- Paper and Paper Products
- Drugs, Chemicals, and Allied Products
- Apparel, Fabrics, and Notions
- Groceries and Related Products
- Farm-Product Raw Materials
- Petroleum Products
- Alcoholic Beverages
- Farm Supplies
- Miscellaneous Wholesale, Non-Durable Goods
- Not Specified Wholesale Trade
- Lumber and Building Material Retailing
- Hardware Stores
- Retail Nurseries and Garden Stores
- Mobile Home Dealers
- Department Stores
- Variety Stores
- Miscellaneous General Merchandise Stores
- Dairy Products Stores
- Retail Bakeries
- Food Stores, n.e.c.
- Motor Vehicle Dealers
- Auto and Home Supply Stores
- Gasoline Service Stations
- Miscellaneous Vehicle Dealers
- Apparel and Accessory Stores, Except Shoe
- Shoe Stores
- Furniture and Home Furnishings Stores
- Household Appliances, TV, and Radio Stores
- Eating and Drinking Places

WHOLESALE AND RETAIL TRADE (cont.)
- Drug Stores
- Liquor Stores
- Sporting Goods, Bicycles, and Hobby Stores
- Book and Stationery Stores
- Jewelry Stores
- Sewing, Needlework, and Piece Goods Stores
- Mail Order Houses
- Vending Machine Operators
- Direct Selling Establishments
- Fuel and Ice Dealers
- Retail Florists
- Miscellaneous Retail Stores
- Not Specified Retail Trade

FINANCE, INSURANCE, AND REAL ESTATE
- Banking
- Savings and Loan Associations
- Credit Agencies, n.e.c.
- Security, Commodity Brokerage and Investment Co.'s
- Insurance
- Real Estate, Including Real Estate Insurance
- Law Offices

BUSINESS AND REPAIR SERVICES
- Advertising
- Services to Dwellings and Other Buildings
- Commercial Research, Development, and Testing Labs
- Personnel Supply Services
- Business Management and Consulting Services
- Computer and Data Processing Services
- Detective and Protective Services
- Business Services, n.e.c.
- Automotive Services, Except Repair
- Automotive Repair Shops
- Electrical Repair Shops
- Miscellaneous Repair Services

PERSONAL SERVICES
- Private Households
- Hotels and Motels
- Lodging Places, Except Hotels and Motels
- Laundry, Cleaning, and Garment Services
- Beauty Shops
- Barber Shops
- Funeral Service and Crematories
- Miscellaneous Personal Services

ENTERTAINMENT AND RECREATIONAL SERVICES
- Theaters and Motion Pictures
- Bowling Alleys, Billiard and Pool Parlors
- Miscellaneous Entertainment and Recreation Services

PROFESSIONAL AND RELATED SERVICES
- Offices of Physicians
- Offices of Dentists
- Offices of Chiropractors
- Offices of Optometrists
- Offices of Health Practitioners, n.e.c.
- Hospitals
- Nursing and Personal Care Facilities
- Health Services, n.e.c.
- Legal Services
- Elementary and Secondary Schools
- Colleges and Universities
- Business, Trade, and Vocational Schools
- Libraries
- Educational Services, n.e.c.
- Job Training and Vocational Rehabilitation Services
- Child Day Care Services
- Residential Care Facilities, Without Nursing
- Social Services, n.e.c.
- Museums, Art Galleries, and Zoos
- Religious Organizations
- Membership Organizations
- Engineering, Architectural, and Surveying Services

PROFESSIONAL AND RELATED SERVICES (cont.)
- Accounting, Auditing, and Bookkeeping Services
- Noncommercial Education and Scientific Research
- Miscellaneous Professional and Related Services

PUBLIC ADMINISTRATION
- Executive and Legislative Offices
- General Government, n.e.c.
- Justice, Public Order, and Safety
- Public Finance, Taxation and Monetary Policy
- Administration of Human Resources Programs
- Administration of Environmental Quality and Housing Programs
- Administration of Economic Programs
- National Security and International Affairs

INDUSTRY NOT REPORTED

APPENDIX C
SPECIFIC OCCUPATIONS WITHIN CATEGORIES USED IN REPORTS

ADMINISTRATIVE, ENGINEERING, SCIENTIFIC, TEACHING, AND RELATED OCCUPATIONS, INCLUDING CREATIVE ARTISTS
- Financial Managers
- Personnel and Labor Relations Managers
- Purchasing Managers
- Managers, Marketing, Advertising, Public Relations
- Managers and Administrators, n.e.c.
- Accountants and Auditors
- Personnel, Training, and Labor Relations Specialists
- Buyers, Wholesale and Retail, Except Farm Products
- Purchasing Agents and Buyers, n.e.c.
- Business and Promotion Agents
- Inspectors and Compliance Officers, Except Construction
- Management Related Occupations, n.e.c.
- Architects
- Electrical and Electronic Engineers
- Mechanical Engineers
- Engineers, n.e.c.
- Surveyors and Mapping Scientists
- Computer Systems Analysts and Scientists
- Operations and Systems Research and Analysts
- Chemists Except Biochemists
- Atmosphere and Space Scientists
- Optometrists
- Health Diagnosing Practitioners, n.e.c.
- Registered Nurses
- Pharmacists
- Dieticians
- Occupational Therapists
- Physicians' Assistants
- Physical Education Teachers
- Post-Secondary Teachers, Subject Not Specified
- Teachers, Pre-Kindergarten and Kindergarten
- Teachers, Elementary School
- Teachers, Special Education
- Teachers, n.e.c.
- Counselors, Educational and Vocational
- Librarians
- Social Workers
- Recreation Workers
- Authors
- Technical Writers
- Designers
- Musicians and Composers
- Actors and Directors
- Painters, Sculptors, Craft-Artists and Art Printmakers

ADMINISTRATIVE (cont.)
- Photographers
- Dancers
- Artists, Performers, and Related Workers, n.e.c.
- Editors and Reporters
- Public Relations Specialists
- Announcers
- Athletes

TECHNOLOGISTS AND TECHNICIANS INCLUDING HEALTH
- Clinical Laboratory Technologists and Technicians
- Health Record Technologists and Technicians
- Licensed Practical Nurses
- Health Technologists and Technicians, n.e.c.
- Electrical and Electronic Technicians
- Mechanical Engineering Technicians
- Drafting Occupations
- Surveying and Mapping Technicians
- Chemical Technicians
- Science Technicians, n.e.c.
- Airplane Pilots and Navigators
- Broadcast Equipment Operators
- Computer Programmers
- Tool Programmers, Numerical Control
- Legal Assistants
- Technicians, n.e.c.

MARKETING AND SALES
- Supervisors and Proprietors, Sales Occupations
- Insurance Sales Occupations
- Real Estate Sales Occupations
- Securities and Financial Services Sales Occ.
- Advertising and Related Sales Occupations
- Sales Occupations, Other Business Services
- Sales Reps., Mining, Manufacturing, and Wholesale
- Sales Workers, Motor Vehicles and Boats
- Sales Workers, Apparel
- Sales Workers, Shoes
- Sales Workers, Furniture and Home Furnishings
- Sales Workers, Radio, TV, HI-FI, and Appliances
- Sales Workers, Hardware and Building Supplies
- Sales Workers, Parts
- Sales Workers, Other Commodities
- Sales Counter Clerks
- Cashiers
- Street and Door-To-Door Sales Workers

MARKETING AND SALES (cont.)
- News Vendors
- Demonstrators, Promoters and Models, Sales
- Auctioneers
- Sales Support Occupations, n.e.c.

CLERICAL
- Supervisors, General Office
- Supervisors, Computer Equipment Operators
- Supervisors, Financial Records Processing
- Supervisors; Distribution, Scheduling, and Adjusting Clerks
- Computer Operators
- Peripheral Equipment Operators
- Secretaries
- Stenographers
- Typists
- Interviewers
- Hotel Clerks
- Transportation Ticket and Reservation Agents
- Receptionists
- Information Clerks, n.e.c.
- Correspondence Clerks
- Order Clerks
- Personnel Clerks, Except Payroll and Timekeeping
- Library Clerks
- File Clerks
- Records Clerks
- Bookkeepers, Accounting, and Auditing Clerks
- Payroll and Timekeeping Clerks
- Billing Clerks
- Cost and Rate Clerks
- Billing, Posting, and Calc. Machine Operators
- Duplicating Machine Operators
- Mail Prep. and Paper Handling Machine Operators
- Office Machine Operators, n.e.c.
- Telephone Operators
- Communications Equipment Operators, n.e.c.
- Postal Clerks, Except Mail Carriers
- Mail Carriers, Postal Service
- Mail Clerks, Except Postal Service
- Messengers
- Dispatchers
- Production Coordinators
- Traffic, Shipping, and Receiving Clerks
- Stock and Inventory Clerks
- Weighers, Measurers, and Checkers
- Material Recording, Scheduling, & Distributing Clerks, n.e.c.
- Insurance Adjusters, Examiners, & Investigators
- General Office Clerks
- Bank Tellers
- Proofreaders
- Data-Entry Keyers
- Statistical Clerks
- Teacher's Aides
- Administrative Support Occupations, n.e.c.

SERVICE
- Launderers and Ironers
- Cooks, Private Household
- Housekeepers and Butlers
- Child Care Workers, Private Household
- Cleaners and Servants, Private Household
- Supervisors, Guards
- Firefighting Occupations
- Police and Detectives, Public Service
- Sheriffs, Bailiffs, and Other Law Enforcement Officers
- Guards and Police, Except Public Service
- Protective Service Occupations, n.e.c.
- Supervisors, Food Preparation and Service Occupations
- Bartenders
- Waiters and Waitresses
- Cooks, Except Short Order
- Short-Order Cooks
- Food Counter, Fountain and Related Occupations
- Kitchen Workers, Food Preparation
- Waiters'/Waitresses' Assistants
- Miscellaneous Food Preparation Occupations
- Dental Assistants
- Health Aides, Except Nursing
- Nursing Aides, Orderlies, and Attendants
- Supervisors, Cleaning and Building Service Workers
- Maids and Housemen
- Janitors and Cleaners
- Supervisors, Personal Service Occupations
- Hairdressers and Cosmetologists
- Attendants, Amusement and Recreation Facilities
- Guides
- Ushers
- Public Transportation Attendants
- Baggage Porters and Bellhops
- Child Care Workers, Except Private Household
- Personal Service Occupations, n.e.c.

FARMING, FORESTRY, AND FISHING
- Farmers, Except Horticultural
- Horticultural Specialty Farmers
- Managers, Farms, Except Horticultural
- Supervisors, Farm Workers
- Farm Workers
- Marine Life Cultivation Workers
- Nursery Workers
- Supervisors, Related Agricultural Occupations
- Groundskeepers and Gardeners, Except Farm
- Animal Caretakers, Except Farm
- Graders and Sorters, Agricultural Products
- Inspectors, Agricultural Products
- Forestry Workers, Except Logging
- Timber Cutting and Logging Occupations

MECHANICS AND REPAIRERS
- Supervisors, Mechanics and Repairers
- Automobile Mechanics
- Automobile Mechanic Apprentices
- Bus, Truck, and Stationary Engine Mechanics
- Small Engine Repairers
- Automobile Body and Related Repairers
- Aircraft Mechanics, Exc. Engine
- Heavy Equipment Mechanics
- Farm Equipment Mechanics
- Industrial Machinery Repairers
- Machinery Maintenance Occupations
- Electronic Repairers, Communications and Industrial Equipment
- Data Processing Equipment Repairers
- Household Appliance and Power Tool Repairers
- Misc. Electrical and Electronic Equipment Repairers
- Locksmiths and Safe Repairers
- Office Machine Repairers
- Specified Mechanics and Repairers, n.e.c.
- Not Specified Mechanics and Repairers

CONSTRUCTION AND EXTRACTIVE
- Supervisors, Electricians and Power Trans. Installers
- Supervisors, Plumbers, Pipefitters, and Steamfitters
- Supervisors, n.e.c.
- Brickmasons and Stonemasons
- Brickmason and Stonemason Apprentices
- Tile Setters, Hard and Soft
- Carpet Installers
- Carpenters
- Carpenter Apprentices
- Drywall Installers
- Electricians
- Electrician Apprentices
- Painters, Construction and Maintenance
- Plasterers
- Plumbers, Pipefitters, and Steamfitters
- Plumbers, Pipefitters, and Steamfitter Apprentices
- Concrete and Terrazzo Finishers
- Glaziers
- Insulation Workers
- Paving, Surfacing, and Tamping Equipment Operators
- Roofers
- Structural Metal Workers
- Drillers, Earth
- Construction Trades, n.e.c.
- Drillers, Oil Well
- Mining Occupations, n.e.c.

PRODUCTION
- Supervisors, Production Occupations
- Tool and Die Makers
- Tool and Die Maker Apprentices
- Precision Assemblers, Metal

PRODUCTION (cont.)
- Machinists
- Machinist Apprentices
- Precision Grinders, Fitters, and Tool Sharpeners
- Patternmakers and Model Makers, Metal
- Lay-Out Workers
- Sheet Metal Workers
- Sheet Metal Worker Apprentices
- Miscellaneous Precision Metal Workers
- Cabinet Makers and Bench Carpenters
- Furniture and Wood Finishers
- Miscellaneous Precision Woodworkers
- Tailors
- Upholsterers
- Miscellaneous Precision Apparel and Fabric Workers
- Patternmakers, Lay-Out Workers and Cutters
- Optical Goods Workers
- Dental Lab and Medical Appliance Technicians
- Bookbinders
- Electrical and Electronic Equipment Assemblers
- Miscellaneous Precision Workers, n.e.c.
- Butchers and Meat Cutters
- Bakers
- Food Batchmakers
- Inspectors, Testers, and Graders
- Miscellaneous, Plant and System Operators
- Lathe and Turning Machine Set-Up Operators
- Milling and Planing Machine Operators
- Punching and Stamping Press Machine Operators
- Drilling and Boring Machine Operators
- Grinding, Abrading, Buffing, and Polishing Operators
- Misc. Metal, Plastic, Stone and Glass Working Operators
- Fabricating Machine Operators, n.e.c.
- Molding and Casting Machine Operators
- Metal Plating Machine Operators
- Heat Treating Equipment Operators
- Misc. Metal and Plastic Process. Operators
- Wood Lathe, Routing, and Planing
- Sawing Machine Operators
- Miscellaneous Woodworking Machine Operators
- Printing Machine Operators
- Photoengravers and Lithographers
- Typesetters and Compositors
- Misc. Printing Machine Operators
- Textile Sewing Machine Operators
- Pressing Machine Operators
- Laundry and Dry Cleaning Machine Operators
- Miscellaneous Textile Machine Operators
- Cement and Gluing Machine Operators
- Packaging and Filling Machine Operators

PRODUCTION (cont.)
- Painting and Paint Spraying Machine Operators
- Slicing and Cutting Machine Operators
- Photographic Process Machine Operators
- Miscellaneous Machine Operators, n.e.c.
- Machine Operators, Not Specified
- Welders and Cutters
- Solderers and Brazers
- Assemblers
- Hand Cutting And Trimming Occupations
- Hand Molding, Casting, and Forming Occupations
- Hand Painting, Coating, and Decorating Occupations
- Hand Engraving and Printing Occupations
- Hand Grinding and Polishing Occupations
- Miscellaneous Hand Working Occupations
- Production Inspectors, Checkers and Examiners
- Production Testers
- Production Samplers and Weighers
- Graders and Sorters, Except Agricultural

TRANSPORTATION AND MATERIAL MOVING
- Truck Drivers, Heavy
- Truck Drivers, Light
- Driver-Sales Workers
- Bus Drivers
- Taxi Cab Drivers and Chauffeurs
- Parking Lot Attendants
- Motor Transportation Occupations, n.e.c.

TRANSPORTATION AND MATERIAL MOVING (cont.)
- Rail Vehicle Operators, n.e.c.
- Sailors and Deckhands
- Marine Engineers
- Excavating and Loading Machine Operators
- Grade, Dozer, and Scraper Operators
- Industrial Truck and Tractor Equipment Operators
- Misc. Material Moving Equipment Operators

MATERIAL HANDLERS, EQUIPMENT CLEANERS, AND MISCELLANEOUS OCCUPATIONS
- Homemakers
- Supervisors; Handlers, Equip. Cleaners and Laborers, n.e.c.
- Helpers, Mechanics and Repairers
- Helpers, Construction Trades
- Helpers, Surveyor
- Helpers, Extractive Occupations
- Construction Laborers
- Production Helpers
- Garbage Collectors
- Stock Handlers and Baggers
- Freight, Stock, and Material Movers, Hand, n.e.c.
- Garage and Service Station Related Occ.
- Vehicle Washers and Equipment Cleaners
- Hand Packers and Packagers
- Laborers, Except Construction

Student ☐☐☐ School ☐☐☐☐

BASE DATA CODING FORM

1. Student Name: _____ 2. Phone No. _____
3. Student Address: _____
4. Parent's Name: _____ 5. Phone No. _____
6. Parent's Address: _____
7. Other Contact (i.e., relative or friend): _____

Class ___ ___
Sex ___
SCAT Percentile ___ ___
PSAT Percentile ___ ___
Class Rank ___ ___ ___
Exit Status ___
Handicap ___ ___

EDUCATIONAL PROGRAMS — **Vocational Program Areas in Bold Type**

___ **Agriculture**
___ Art
___ Business
___ **Distributive Education**
___ English Language Arts
___ Foreign Language
___ **Health Occupations**
___ Health, Physical Education, Rec.
___ **Home Economics**
___ Industrial Arts
___ Mathematics
___ Music
___ Natural Sciences
___ **Office Occupations**
___ **Service Occupations**
___ Social Science/Studies
0 **Technical Education**
___ **Trade and Industrial Education**

Vocational Major ___ ___

SPECIAL VOCATIONAL PROGRAMS

___ Limited English Speaking
___ Disadvantaged
___ Handicapped
___ Cooperative Education
___ Work Study

RACIAL/ETHNIC DECLARATION

___ Am. Indian/Alaskan Native
___ Asian or Pacific Islander
___ Black (not Hispanic origin)
___ Hispanic
___ White (not Hispanic origin)
___ Unspecified

SUB-GROUPS

___ 1 ___ 6
___ 2 ___ 7
___ 3 ___ 8
___ 4 ___ 9
___ 5 ___ 10

FILE NUMBER _____

EDIT NEEDS:

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APPENDIX E

CAREER PLANNING SURVEY QUESTIONNAIRE

CAREER PLANNING SURVEY

PLEASE READ CAREFULLY: This survey asks questions about you and your family, your plans after leaving high school, and your high school classes. Your answers to this survey will only be available to local school personnel. No information will be released which will allow the identification of your individual responses. Your responses will be combined with the responses of your classmates to help evaluate and improve the educational programs at your school. You are not required to provide the information requested. If you **do not** want to answer a question, just leave it blank. Your answers are voluntary—there is no penalty for not answering any or all questions. By completing the questionnaire, you are giving permission to use this data. If you have any questions, please ask the person who is administering this questionnaire.

POST HIGH SCHOOL PLANS

Please mark the major activities which you plan to be involved in **one year after leaving high school.** You may respond to **both** the employment and education sections. Please mark the areas that apply to you.

1. **Next May** I will be attending: *(Check one answer)*
   - _____ Vocational School
   - _____ Community College
   - _____ College or University
   - _____ Apprenticeship Training
   - _____ Other Education
   - _____ No Education Plans (SKIP TO ITEM NO. 7)
2. I plan to attend school:
   _____ Part-Time _____ Full-Time
3. The school I plan to attend is _____
4. My major area of study will be _____
5. I will need help getting money for my schooling:
   _____ Yes _____ No (SKIP TO ITEM NO. 7)
6. The major source of money for my schooling will come from: *(Check one answer)*
   - _____ Loans
   - _____ Scholarships
   - _____ Parents
   - _____ Part-Time Employment
   - _____ Savings
   - _____ Other, Please specify: _____
7. **Next May** I plan to be: *(Check one answer)*
   - _____ Employed
   - _____ In the Military (Full-Time)
   - _____ A Homemaker (Full or Part-Time)
   - _____ Unemployed (Looking for Work)
   - _____ Other (Vacation, Travel, etc.)
   - _____ No Employment Plans

   (SKIP TO ITEM NO. 11)
8. I plan to work:
   _____ Part-Time _____ Full-Time
9. My job title **next May** will be: *(Example: carpenter, secretary, truck driver, etc)*

   _____
10. The type of company I plan to work for is: *(Example: construction, manufacturing, grocery store, transporation, etc)*

    _____
11. **How sure are you about your plans as listed above:** *(Check one answer)*
    - _____ Very Sure
    - _____ Fairly Sure
    - _____ A Little Unsure
    - _____ Very Unsure

☐☐☐ STUDENT

☐☐☐☐ SCHOOL

NAME _____ SEX:____ MALE ____FEMALE

MAILING ADDRESS _____

HIGH SCHOOL PROGRAM

12. The classes that I took in high school **were primarily related** to: *(Check only one answer)*
    - _____ Not specialized in any area (General Education)
    - _____ Going to college (College Preparation)
    - _____ Exploring kinds of work (Vocational Exploration)
    - _____ Learning a job or a trade (Vocational Training)
    - _____ On-The-Job Training/ Cooperative Education
    - _____ Art, Drama, Music (Fine Arts)
    - _____ Other, Please Specify _____

13. The person who most helped me plan my high school classes was: *(Check only one)*
    - _____ No one (I did it myself)
    - _____ Parent
    - _____ Friend
    - _____ Counselor
    - _____ Teacher
    - _____ Other, Please specify _____

14. I am satisfied with my choice of high school classes: *(Check only one)*
    - _____ Yes (SKIP TO ITEM NO. 17)
    - _____ No (ANSWER ITEMS 15 & 16)

15. Please select the major area of study you would take if you could start your high school classes over. *(Check only one)*
    - _____ Not specialized in any area (General Education)
    - _____ Going to college (College Preparation)
    - _____ Exploring kinds of work (Vocational Exploration)
    - _____ Learning a job or a trade (Vocational Training)
    - _____ On-The-Job Training/ Cooperative Education
    - _____ Art, Drama, Music (Fine Arts)
    - _____ Other, Please Specify _____

16. Please indicate the reason for not being satisfied with your present high school classes. *(Check only one)*
    - _____ Schedule Conflicts
    - _____ Discouraged by Others
    - _____ Classes Too Full
    - _____ Personal Goals Changed
    - _____ Lack of Time
    - _____ Other, Please Specify _____

PARENTAL INFORMATION

17-18. Please check the status of your parents.

	Father or Male Guardian	Mother or Female Guardian
Living with the Family	_____	_____
Deceased	_____	_____
Separated from the Family	_____	_____

19-20. Please check the highest level or education achieved by your parents.

	Father or Male Guardian	Mother or Female Guardian
Some grade school or less	_____	_____
Completed eighth grade	_____	_____
Some high school	_____	_____
High school graduate	_____	_____
Business or Trade School	_____	_____
Some college	_____	_____
College graduate	_____	_____
Post-Graduate (MA, PhD, Law)	_____	_____

21. What is the occupation of your father or male guardian? *(Example: dairy farmer, carpenter, engineer, etc.)*

_____

22. What is the occupation of your mother or female guardian? *(Example: lawyer, elementary school teacher, homemaker, etc.)*

_____

THANK YOU FOR YOUR TIME AND ANSWERS

APPENDIX F

HIGH SCHOOL FOLLOW-UP REPORT FORM

School ☐☐☐☐

HIGH SCHOOL FOLLOW-UP QUESTIONNAIRE

Student ☐☐☐☐

PLEASE COMPLETE AND RETURN THE FORM BELOW.

1. Name _____ (_____)
   Last First Middle Initial Maiden

2. Address _____

   _____ Phone _____

3. Recent History: For each time period column in the YEAR FOLLOWING HIGH SCHOOL, check ( ) the activities in which you were involved. Check at *least* one activity for each column. Note that you may respond to *both* the employment and education sections. Mark as many as apply to you.

Activity	Time Periods After Leaving High School: Sept.-Nov.	Dec.-Feb.	Mar.-May	
Education (Check all that apply):				
3.1 Vocational School	( )	( )	( )	If you marked here, complete no. 5 below.
3.2 Community College	( )	( )	( )	
3.3 College or University	( )	( )	( )	
3.4 Apprenticeship	( )	( )	( )	
3.5 Other Education Specify _____	( )	( )	( )	
Employment (Check all that apply):				
3.6 Paid Employment	( )	( )	( )	If you marked here, complete no. 4 below.
3.7 Homemaker (full or part time)	( )	( )	( )	
3.8 Military (full time)	( )	( )	( )	
3.9 Unemployed (looking for work)	( )	( )	( )	
Other Activity (For example: ill, vacation, etc.):				
3.10 Specify _____	( )	( )	( )	

PLEASE CIRCLE THE ACTIVITY IN THE LAST (MAR.- MAY PERIOD) COLUMN THAT YOU CONSIDER TO BE YOUR MAJOR ACTIVITY AT THE TIME.

4. Mar.- May Paid Employment Activity

   4.1 Hours Per Week You Work:
   1. Less than 30 ( )
   2. 30 or more ( )

   4.2 Job Title: _____

   4.3 Job Duties: _____

   _____

   4.4 Relatedness To Your High School *Vocational Training*: My present job is (Mark only One)
   1. Closely Related ( )
   2. Somewhat Related ( )
   3. Not Related ( )

   4.5 Months On This Job *Since Leaving High School*: _____

   4.6 Employer (Company or Business name. If self employed, write "Self.") _____

   4.7 Employer's Address _____

   4.8 Kind of Business (For example: Farming, Shoe Store): _____

   4.9 Supervisor's Name: _____

   4.10 Present Hourly Income: _____

5. Mar.- May Education Activity

   5.1 Hours Per Week You Attend:
   1. 1 to 12 ( )
   2. 13 to 18 ( )
   3. 19 or more ( )

   5.2 School Name: _____

   5.3 School Address: _____

   _____

   5.4 Major Area or Program (For example: Auto Mechanic, Elementary Teaching) _____

   5.5 Intended Occupation After Completing Education (For example: Carpenter, Legal Secretary, Undecided): _____

THANK YOU FOR YOUR HELP!

PLEASE RETURN YOUR *COMPLETED* QUESTIONNAIRE IN THE RETURN MAIL TODAY

NAME OF FORMER STUDENT _____ ☐☐☐ STUDENT ☐☐☐☐ SCHOOL

EMPLOYER FOLLOW-UP FORM

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely. No student identifiers will be forwarded to the Federal government.

The Federal government requires the following five questions be asked:

VOCATIONAL TRAINING EVALUATION

Please rate the above individual in the following items:

	Very Good	Good	Average	Poor	Very Poor
1. Technical knowledge	___	___	___	___	___
2. Work attitude	___	___	___	___	___
3. Work quality	___	___	___	___	___
	(5)	(4)	(3)	(2)	(1)

OVERALL RATING

4. What is your overall rating of the vocational training received by this individual as it relates to the requirements of his/her job?

Very Good	Good	Average	Poor	Very Poor
___	___	___	___	___
(5)	(4)	(3)	(2)	(1)

RELATIVE PREPARATION

5. How would you rate his/her preparation in relation to other employees doing similar work?
   - (7)___ No basis for comparison
   - (5)___ Individual is better prepared
   - (3)___ Both are about the same
   - (1)___ Individual is less prepared

The School District would find it extremely useful in working toward program improvement if you would respond to the following ten statements:

This person has demonstrated:	Strongly Agree	Agree	No Opportunity To Observe	Disagree	Strongly Disagree
6. an ability and willingness to learn new skills and concepts	___	___	___	___	___
7. adaptability to changing job situations	___	___	___	___	___
8. the ability to offer constructive dissent in a non-hostile manner	___	___	___	___	___
9. the ability and willingness to follow verbal and written instructions	___	___	___	___	___
10. the ability to keep accurate records	___	___	___	___	___
11. the ability to communicate effectively	___	___	___	___	___
12. successful interpersonal relationships with co-workers and supervisors	___	___	___	___	___
13. an understanding of the rights and responsibilities of employees and employers	___	___	___	___	___
14. appropriate computation skills	___	___	___	___	___
	(5)	(4)	(3)	(2)	(1)

15. Would you consider hiring others from this program? ___ Yes (1) ___ No (2)

COMMENTS: Feel free to use the back of this form or attach additional sheets.

THANK YOU FOR YOUR HELP